

CONFERENCE METHODS TRAINING
IN AMERICAN BUSINESS AND INDUSTRY

by

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CHAPTER I

INTRODUCTION

In recent years there has been a growing awareness in business and industry of the importance of effective communication in the management of a successful organization. This emphasis is reflected in Lee Thayer's statement that the role of any manager is "to implement those communication systems (information-decision systems) that will accomplish personal or organizational goals—and at the same time develop their further capabilities."¹

Communication effectiveness and efficiency in management is particularly important in the context of the business conference, widely used in all types of business and industrial organizations. A conference includes a formally planned meeting of business associates, of executives and managers, or of managers and their subordinates. The individuals involved "pool ideas, examine and share facts, ideas and data, test assumptions, and draw conclusions . . . [a conference] promotes and requires constructive and individual thinking and participation."²

¹Lee Thayer, Communication and Communication Systems (Homewood, Illinois: Richard D. Irwin, Inc., 1968), p. 20.

²Lois W. Lerda, "Conference Methods," in Training and Development Handbook, ed. Robert L. Craig and Lester R. Bittel (New York: McGraw-Hill Book Co., 1967), p. 155.

With extensive use of conferences and increasing emphasis on effectiveness, many organizations are currently sponsoring training and development programs designed to improve conference techniques and procedures. Harold P. Zelko, a communications and conference consultant, states that training and development activities of organizations in group processes and conference is extensive. "This area of training may receive more emphasis than any other in the total field of communication, as has been indicated by many surveys over a number of years since the late 40's."³ Consequently, this present study focuses specifically on in-company training in conference leadership and participation.

STATEMENT OF THE PROBLEM

There are four main purposes of this study: 1) to review literature related to the elements of the conference situation and to the training methods used in business and industry today; 2) to identify what types of training programs in communication are presently being offered in the largest industrial and retailing corporations in the United States; 3) to discover where conference training ranks in importance with other communication training being offered and why training in conference methods is important to sponsor, and 4) to study details of the nature and scope of current training programs in conference leadership and participation.

³Harold P. Zelko, The Business Conference: Leadership and Participation (New York: McGraw-Hill Book Co., 1969), p. 19.

DEFINITION OF TERMS

For consistency throughout the study, several frequently used terms are defined to promote clarification and understanding. A conference is a planned meeting of more than two employees, including at least one manager or executive, in which information and ideas are exchanged for the purpose of reaching an understanding or agreement on a specific problem or issue of mutual interest; a conference normally does not exceed twenty persons.

Interpersonal relations involves intellectual and emotional relationships between individuals or between an individual and a group, both on a working and social basis. A complex mixture of variables is included, such as attitudes, feelings, prejudices, status, power, sensitivity, flexibility, listening and speaking abilities. Interpersonal communication is the basis of interpersonal relations.

Communication is designated as the complex and dynamic process of sending and receiving messages. A message is any symbolic, verbal unit that contains an idea or information.

Training is referred to as a planned, overt process of teaching and learning activities administered for the purpose of helping members of an organization acquire and apply the knowledge, skills, abilities and attitudes needed by that organization to reach its objectives and goals. Management training is more specifically used as organized instruction sponsored by a company designed to help those in managerial positions improve effectiveness and efficiency in achieving individual and organizational goals.

RATIONALE AND SIGNIFICANCE

Conferences are being emphasized and studied because of their widespread use and importance in business and industry. Zelko states:

The conference may now be the most vital communication tool of modern business, industry, government, professions, and even social and private life . . . the conference itself has emerged as the best way to accomplish the most possible communication objectives in the least total time.⁴

He adds that the chief purpose of a conference system in an organization is "to achieve better flows of communication while providing a setting for other objectives."⁵ Both downward and upward flow of information may be accomplished through conferences. Policy formation, decisions, new procedures and techniques may be formulated and transmitted from a managerial or executive conference at all levels. In turn, progress reports, suggestions, individual problems, complaints and indications of employee morale may be transmitted through conference to all levels of the organization.

Many important policies and decisions are achieved through the conference method. Information exchange, decision-making, problem-solving and the formation of new policy, techniques and procedures are determined largely through oral interaction in a conference; transmission of this information to employees at all levels may also be through oral exchange, including dyadic interaction, group discussion and by telephone.

⁴Ibid., pp. 3, 16.

⁵Ibid., p. 24.

Much empirical evidence exists concerning the importance and extensive use of conference in business. In the late 1940's, the Conference Research Project at the University of Michigan concluded that the average member of middle and higher management spent one-fourth to one-third of his day in conferences.⁶ Zelko stated in 1969: "Today the figure is probably over 50% and for some people may be as high as 90%. A significant development is the increased use of the conference at lower levels in organizations. First-line supervisors are now making more and more use of this tool."⁷

Extensive training and development activities of organizations in group process and conference are another indication of the importance of conferences. In 1949, Zelko surveyed business, industrial and governmental organizations to secure information concerning current training programs. Of 206 organizations, 82% believed there was a need for training in conference leadership, while 60% indicated a similar attitude toward conference participation courses. In the same organizations, 49% were currently conducting training programs in conference leadership, and 25% were sponsoring courses in conference participation.⁸

Richard Dean conducted a similar study on conferences in 1955. Of 162 companies replying to his questionnaire, 103 had current

⁶Ibid., pp. 16-17.

⁷Ibid., p. 17.

⁸Harold P. Zelko, "Adult Speech Training: Challenge to the Speech Profession," Quarterly Journal of Speech (February, 1951), 57.

training programs in conference leadership and 82 had current training programs in conference participation. Of the companies not having training in conference leadership, 27 thought it would be desirable to do so, and 39 companies had the same reply for conference participation training.⁹

Leadership and Participation

The widespread use of conference training includes emphasis on the roles of both the leader and participants in group discussion. Because the success and effectiveness of a conference are dependent on the relationship between the leader and the group, their interaction is the key to the total conference process. Zelko states:

Some would say that leadership is the crux of a successful conference. Whether the leader or the members will have more influence on the outcome of a conference or the accomplishment of its objectives, surely the leader's task is a large one . . . the conference leader must be resourceful, systematic yet flexible, compassionate, and ready to use his own judgment rather than relying on fixed rules, mechanics or techniques.¹⁰

Participation through group discussion is the main mode of communication within a conference. Group members are in a direct and dynamic relationship with all other participants, whether in listening or speaking. In a study at the Hormel Company, Fred Blum found that with an

⁹Richard L. Dean, "An Analysis of Selected Training Programs in Conference Leadership and Participation," (unpublished Ph.D. dissertation, Purdue University, 1955), p. 76.

¹⁰Zelko, The Business Conference: Leadership and Participation, p. 119.

increase in the use of conferences and committees that provided more recognition and participation for employees, a trend developed toward bringing the worker into closer relations with management.¹¹ W. B. Given, in his book Bottom-Up Management, found similar results when employees helped to determine decisions and company policy.¹²

John Miner calls problem-solving conferences part of the participative management approach that involves group decision-making rather than unilateral command. Using the participative approach effectively and conducting meaningful conferences can be difficult for managers who believe strongly that decisions should be made individually by the person in charge. This is one reason that a number of firms "have instituted training programs for their managers to change attitudes and develop skills in conference and discussion leadership."¹³

Another reason why it is important to improve individual and group skills in conferences is to avoid wasting the time spent in meeting. Millions of dollars are lost every year in American business and industry through meetings which accomplish nothing. Peter Drucker says that a major time waster is mal-organization and its symptom is an excess of meetings. "One cannot work and meet at the same time."¹⁴

¹¹Ibid., p. 17.

¹²Ibid., pp. 17-18.

¹³John B. Miner, Personnel and Industrial Relations: A Managerial Approach (New York: The Macmillan Co., 1969), p. 328.

¹⁴Peter Drucker, "How to Manage Your Time," Harper's Magazine, CCXXXIII (December, 1966), 59.

Studying the elements of the conference situation and training will help both student and faculty academicians who study and develop training programs keep abreast and in contact with the types of management training in communicative skills that are instituted in business and industry. Studying methods, techniques and materials used in conference leadership and participation training can increase insight and understanding into what practical applications of training are presently being used, where the main areas of emphasis lie, and where improvement might be made.

LIMITATIONS OF THE STUDY

This study has 4 general limitations. First, the research is centered on an investigation of the types and extensiveness of communication training currently being offered in American business and industry with detailed emphasis on conference training.

Second, the focus on conference training will be on those pre-planned programs or courses that are being sponsored within the business or industry itself.

Third, the sample population is limited to the largest industrial and retailing corporations in the United States that have indicated some kind of interest in training by their membership in the American Society for Training and Development.

The final limitation is that the study is intended to present general indications and trends of current communication training in the selected sample population. Therefore, the survey results are not necessarily generalizable to present training practices in all business

and industrial organizations.

PREVIEW OF SUBSEQUENT ORGANIZATION

Chapter II reviews the related literature to the elements involved in the conference situations. This examination and knowledge is essential in exploring and producing factors that should be included in a conference training program. Chapter III discusses the research design and methodology, including the derivation of the sample, construction of the questionnaire and procedures used in executing the design. Chapter IV presents the results and analysis of the survey. Chapter V presents trends and conclusions drawn from the results of the survey, and contains recommendations for further research generated by the present study.

CHAPTER II

REVIEW OF LITERATURE

INTRODUCTION

An increasing emphasis by organizations on the importance of effective and efficient communication among all employees has led to multi-faceted training programs within business and industry. A growing number of company executives and personnel believe that managers can improve communication effectiveness; concepts, techniques and procedures concerning communication and management are both teachable and learnable. George Strauss and Leonard R. Sayles believe there is a growing feeling that management is "a profession for which special training is required. Professionalism implies the need for special skills and for formal training and apprenticeship."¹

Training in oral and written communication is stressed because current management philosophies, policies and practices combine for much greater interaction among people in an organization than existed a few years ago. Harold Zelko suggests the goals of progressive management include the development of leadership, participation and group activity. For expertise in working toward these goals, managers must be skilled communicators, particularly with abilities for talking

¹George Strauss and Leonard R. Sayles, Personnel: The Human Problems of Management (Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1967), p. 530.

things over informally and for leading and participating in meetings and conferences. Interviewing and counseling skills are needed as more delegation, counseling and consultation practices are used.²

Zelko discusses the strong need for oral communication skills to accompany progressive management philosophies and practices in today's business and industry.³ He summarizes these needs in the following way.

Management Practice	Oral Communication Skill
Leadership	Speaking
Participation	Conference Leadership and Participation
Consultation	
Cooperation	
Group Activity	Interpersonal Relations
Social Climate	Listening
Delegation	Interviewing and Counseling
Permissiveness	

Zelko adds that there is a growing trend for oral communication methods and skills to be included within broader in-company training programs. The forms and subject-matter vary widely. "Conference Leadership perhaps remains the major communication skill in which

²Harold P. Zelko, "Trends in Oral Communication Training in Business and Industry," Journal of Communication, XII (June, 1962), 108-109.

³Ibid., p. 109.

training is done with increased emphasis on Interviewing and Counseling."⁴

Examination of the elements of the business conference situation should produce factors which might be included in a training program designed to improve skill in conference leadership, participation and methods.

Factors which help to analyze most business conferences include:

- 1) Conference Types and Objectives, 2) Conference Participation,
- 3) Characteristics and Types of Conference Leadership, 4) Characteristics and Types of Conference Participation, 5) Dynamics of the Conference Process, 6) Instructional Techniques, Aids, and Methods, and
- 7) Methods of Evaluation.

CONFERENCE TYPES AND OBJECTIVES

A conference is a type of meeting, "usually composed of less than twenty persons and guided by a leader, in which the participants exchange information, opinions and ideas in order to increase understanding and learning or to solve a problem."⁵ Sattler and Miller add that a conference is not necessarily a cooperative undertaking, nor is critical or reflective thinking always stressed.⁶

⁴Ibid., p. 113.

⁵Dale S. Beach, Persomnel: The Management of People At Work (New York: The Macmillan Co., 1967), p. 489.

⁶William M. Sattler and N. Edd Miller, Discussion and Conference (Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1964), p. 7

Distinctions have been drawn by some between a conference and a meeting. To Zelko, for example, a conference is a meeting, but not every meeting is a conference. He discusses the major types of meetings involving the discussion process and distinguishes between private and public meetings.⁷

Types of Meetings

A. Private:

- Conference
- Committee
- Interview

B. Public:

- Panel-forum
- Symposium-forum
- Debate-forum
- Lecture-forum

C. Format:

- Group discussion
- Meeting under parliamentary procedure

The conference, committee and interview are almost always private while the panel, symposium, debate and lecture are often larger and followed by audience participation.

Lois Lerda points out advantages of conferences by showing a comparison between a meeting and a conference.⁸

⁷Harold P. Zelko, The Business Conference: Leadership and Participation (New York: McGraw-Hill Book Co., 1969), p. 32.

⁸Lois W. Lerda, "Conference Methods," in Training and Development Handbook, ed. by Robert L. Craig and Lester R. Bittel (New York: McGraw-Hill Book Co., 1967), p. 156.

	<u>Meeting</u>	<u>Conference</u>
Purpose:	To cover definite information as quickly as possible	To encourage group thinking on mutual problems
Number Present:	Unlimited	Limited to 12-20
Source of Information:	Lecture by the leader, reports from members, research data, case studies	Participating Conferees
Procedure:	Governed by parliamentary rules	Free discussions guided by good conference leadership techniques
Responsibility of the Leader:	To maintain order and follow agenda, possibly to lecture	To guide group thinking and secure acceptance of group ideas
Skill Required by Leader:	To know rules of order	To direct group thinking, control discussion, summarize ideas
Agreement by:	Motions and vote	Sound discussion and group acceptance
Summarization:	Minutes kept by secretary	Charts and summaries developed through group discussion

A major reason for the prevalence of meetings, committees and conferences in business and industry is complexity. It is impossible for a chief executive to have a thorough understanding of all phases of the business, and yet he must coordinate diverse activities and reach sound decisions in functional areas in which he has only superficial knowledge. Beach believes that by forming top management committees and conducting conferences, the company president can obtain

specialized advice, knowledge and sound decision-making based upon group consensus.⁹

Other important reasons for the emphasis on meetings and conferences include the growing realization that people are more enthusiastic about carrying out plans that they have helped to form than they are about implementing plans that are simply announced from above. As business activities grow increasingly specialized, it also becomes more urgent to coordinate departments and encourage subordinates to volunteer advice.¹⁰

Critics of group discussion argue that groups are overrated and overused as tools for solving problems, making decisions, or working out ideas. Conferences are called too frequently, often for no good reason and with no visible results. Other critics believe that group discussion is becoming so pervasive that individuality is being lost, with conformity predominating.¹¹

Barnland and Haiman answer such accusations by discussing the values of the discussion method.¹² They believe that:

1. Discussion makes it possible to bring a subject a wide variety of information, attitudes, knowledge and insights.
2. Participants in a discussion can check each other's thinking processes.
3. Discussion creates greater motivation, interest, and involvement in learning and in decision-making.

⁹Beach, op. cit., p. 488.

¹⁰Strauss and Sayles, op. cit., p. 264.

¹¹Dean C. Barnland and Franklyn S. Haiman, The Dynamics of Discussion (Boston: Houghton Mifflin Co., 1960), p. 153.

¹²Ibid., pp. 323-324.

4. Discussion provides a safety valve for emotional tensions.
5. Discussion produces more internalization of decisions and of learning.
6. Discussion develops the abilities and creative potential of the members of a group.

The value of conference discussion depends on the use to which it is put, and the effectiveness of its reaching desired goals in relation to the type of conference that a situation demands.

Conference Types

Types of conferences vary according to the objectives and goals that are to be achieved through the conference method in a particular situation. Beach summarizes conference types and purposes in the following way.¹³

1. lecture—to provide information to the group
2. lecture with questions and answers
3. directed or instructional conference—leader develops ideas for and with the group
4. consultative conference—leader obtains ideas from group but makes decision on a course of action
5. problem-solving conference with group decision-making
6. leaderless group discussion

Zelko designates the major types of conferences as: 1) staff, 2) production, 3) committee or task group, 4) training and development, 5) large or multiple agenda, and 6) interview.¹⁴

¹³Beach, op. cit., pp. 492-493.

¹⁴Zelko, The Business Conference: Leadership and Participation, p. 27.

According to him, each of these types is characterized in the following ways. The staff conference is probably the most common and important type in a business organization. This type is at least partly problem-solving in nature. It is usually in the vertical hierarchy of the organization, with managers at each level holding conferences with their immediate subordinates. The staff conference is not necessarily a single-purpose meeting and the person who calls and leads it must be aware of the variety of objectives, which may require different patterns and methods of leadership and participation. The leader may draw on his staff's experience and knowledge to help him in the management of the group or use the occasion for passing on information and explaining company policy that has already been determined at higher levels. In a staff conference, the leader or supervisor frequently gives instructions to his workers, which may require explanation, demonstration and the answering of questions.

The production conference usually emerges out of a particular situation which requires calling a group together. A supervisor, foreman or group leader calls a conference to solve a problem arising in the work area, to pass out information or to give instructions, which may or may not involve the entire group of workers. The conference may be planned in advance, but is most often impromptu and called without much prior notice.

The committee or task-group conference serves for fact-finding and problem-solving. Committees are usually heterogeneous, as the members frequently represent all areas of the organization. The members function as a committee until their task is accomplished, so the

existence of the task-group may be short, long or even permanent.

The training and development conference is a specialized type in which the objective is to inform, instruct, and develop the members on a particular subject, through the medium of discussion. Materials and principles to be learned by the group are developed by the group itself, with the knowledge and experience on the subject of both the leader and the participants being pooled.

The large or multiple-agenda conference is applied to a large group and is not a true conference. It consists of a meeting of a special group, an organization, professional society or an association that extends over a considerable time. Such meetings may be conventions or special occasions for bringing people together to discuss a common subject.

The interview, is not a conference in the true sense because it does not involve discussion within a group. The interview is characterized by interpersonal relationships rather than group relationships, but discussion is the main reason for the individuals getting together.

Zelko also discusses the variety of communication objectives that conferences may achieve, such as exchanging information, reaching understandings, analyzing problems, solving problems, making decisions, motivating, persuading, creating teamwork, and consulting. Systematic conferences may provide for upward, downward and horizontal communication flow.¹⁵ Sattler and Miller state the goals of discussion and

¹⁵Ibid., p. 34.

conference as: 1) decision-making, 2) learning, and 3) motivation.¹⁶

Willard Merrihue discusses the foreman's informative conference, which he says should be carried on by all supervisors at every level. He summarizes the objectives as: 1) to improve the work of the individual and the teamwork between individuals, 2) to develop better man-manager relations, 3) to give employees greater participation and enhanced job satisfaction.¹⁷

CONFERENCE PREPARATION

Discussion and writing on all types of conferences' emphasize the need for careful and thorough preparation in order to achieve the desired goals and objectives. Rupert Cortright and George Hinds call planning the first major management function that must be performed with respect to effective discussion. Thinking and planning on specific purposes and objectives are important before the conference actually begins. These may be determined by those in authority who call the meeting or by the group members themselves when they meet.¹⁸

The conference leader must know the main purpose for meeting in his own mind in order to plan further, and he must inform the participants of the purpose before the conference if he is to expect good

¹⁶Sattler and Miller, op. cit., pp. 13-14.

¹⁷Willard V. Merrihue, Managing By Communication (New York: McGraw-Hill Book Co., 1960), p. 131.

¹⁸Rupert L. Cortright and George L. Hinds, Creative Discussion (New York: The Macmillan Co., 1959.), p. 52.

participation from them. He must also decide if the purpose is problem-solving or informational. A common fault of conference planning, according to Zelko, "is to include too many subjects, or one that is too complex, in the agenda."¹⁹ Careful advanced planning should ensure that both the leader and group know the exact purpose of the conference, what they are trying to accomplish, and the extent of the group's control over the final outcome.

After the objectives are determined, the conference leader must decide who should be invited to participate. Generally, "all persons whose positions make them concerned with the issue under discussion should be invited. Sometimes persons whose jobs do not directly involve them in the issue may be invited to attend because their background and experience indicates that they can make important contributions."²⁰ Beach emphasizes that it is important to pick people who have something to contribute, even if it sometimes means risking group harmony. A completely homogeneous group could probably reach a consensus earlier, but may also overlook important ideas.²¹ In other situations, such as a staff conference, a manager would invite all his subordinates. In considering group composition, the manager or leader should carefully examine interests, backgrounds and functions of the people who are to participate.

¹⁹Zelko, The Business Conference: Leadership and Participation, p. 70.

²⁰Beach, op. cit., p. 497.

²¹Ibid.

The conference leader should do what he can to see that the group is not too large. The situation often dictates the number of persons, but generally the group membership should not exceed twenty. If the group is too large, 1) side conversations are likely to occur, 2) a high volume of contributions from a number of members is difficult, and 3) interest lags if members want to speak up but cannot because there is not time for everyone to talk on a given issue.²²

Preparing an agenda is an extremely important function in planning a conference. The main purpose of the agenda is to give an organized plan to guide discussion and to cover the scheduled items in the time available. The agenda should be prepared in advance of the conference and preferably be sent to all the participants. The members are given notice of why they are being called together so they will know what subjects are to be covered. If advance communications are skillfully designed, they can stimulate participants so they will arrive at the meeting with mental sets predisposing them to harmonious efforts. Cortright and Hinds believe that preparation for participation in discussion consists of: "1) reflection with respect to the topic, 2) direct investigation of the topic by means of observation, research and reading, and 3) organization of these ideas into coherent units."²³

Zelko stresses the importance of allowing sufficient time for preparation of materials and aids. The leader should prepare a detailed outline for his personal use to help guide discussion toward achieving

²²Ibid., p. 498.

²³Cortright and Hinds, op. cit., p. 52.

the objectives of the conference. He should also establish a system for recording and reporting the results of the conference.²⁴

All facilities needed for a conference should be arranged in advance, from the room itself to chalk for the blackboard. Many authors stress the importance of planning the seating arrangement, since it can greatly influence the nature of the entire conference discussion. The most appropriate arrangement should be considered in relation to the particular group, but all participants should be able to face one another with ease and see the conference leader, blackboard, charts and other tools being used.²⁵ Two very successful arrangements are a U-shaped setup composed of several tables and a rectangular setup composed of one very large table or several tables placed together. The U-shape seating works well when there is a large group, so there is a feeling of close contact with the participants. The rectangular seating works well with a smaller group.²⁶

Small items such as name cards, paper and pencils should be at each place if needed. Provisions for coffee, cold drinks and water can help provide a congenial social atmosphere. These small items are important additions for making the atmosphere and physical facilities most conducive to a productive conference session.

²⁴Zelko, The Business Conference: Leadership and Participation, pp. 80-89.

²⁵Ibid., p. 81.

²⁶Beach, op. cit., p. 496.

CHARACTERISTICS AND TYPES OF LEADERSHIP

Planning by the conference leader is important, but only the beginning of his many responsibilities. The leader's task involves many "choices, relationships, tools and methods, personal attitudes, and it calls for the ability to handle many and varied problems."²⁷

Research on leadership shows that there are few exact rules, set patterns or personal characteristics that a leader must possess. A good leader is a combination of many things, from personal qualities to the way he uses specific tools and techniques. Leadership involves not only the leader, but other people and the situational context. Tannenbaum, Weschler and Massarik define leadership as: "interpersonal influence, exercised in situation and directed, through the communication process, toward the attainment of a specified goal or goals."²⁸ This definition looks at leadership as a process or function rather than as an exclusive attribute or a person's prescribed role. Interpersonal influence is the essence of this leadership, involving the influencer's attempt to affect the behavior of another or others through communication. The situational context also affects leadership and may include any or all of the following:²⁹

1. physical phenomena (noise, light, table and chair arrangement, etc.).

²⁷Zelko, The Business Conference: Leadership and Participation, p. 119.

²⁸Robert Tannenbaum, Irving R. Weschler, and Fred Hassarik, Leadership and Organization (New York: McGraw-Hill Book Co., 1961), p. 24.

²⁹Ibid., pp. 26-27.

2. other individuals including the members of the specific group of which the leader and follower are a part.
3. the organization.
4. the broader culture, including social norms, role prescriptions, stereotypes, etc.
5. goals, including personal goals, group goals, and organizational goals.

Chester Barnard says the primary significance and meaning of leadership is "the quality of the behavior of individuals whereby they guide people or their activities in organized effort."³⁰ Leadership includes the individual, the followers and the conditions.

The leader of a conference must consider the group as a whole, the individual members, the principles of group discussion, and the situational context, as well as himself. He must bring an attitude to the group of open-mindedness, objectivity, tolerance and understanding. The conference leader with this kind of attitude is one who considers the people who make up a group.³¹

Three basic goals in leadership given by Sattler and Miller are:

- 1) attainment—the purpose of the discussion should be achieved;
- 2) satisfaction with leadership—group members should have respect for the leader as a person and have confidence in his ability or skill;
- 3) satisfaction with experiences in the discussion—group members should feel that their experiences in the discussion have in general been

³⁰Chester I. Barnard, "The Nature of Leadership," Management, in William B. Wolf (Belmont, California: Wadsworth Publishing, Inc., 1965), p. 85.

³¹Zelko, The Business Conference: Leadership and Participation, p. 94.

satisfactory.³²

Responsibility of the Leader

The goals of leadership directly affect the functions and responsibilities of the leader in the individual conference situation. Sattler and Miller believe that functions and responsibilities are a better set of criteria for leadership, rather than the personal traits of the ideal leader. If a person executes certain functions when they are required, he will have properly fulfilled his role as leader. By carrying out these responsibilities properly, the individual will usually attain the basic goals of leadership. "And, effective execution of the leadership functions is an indication that you possess many of the admirable traits that leaders are said to possess."³³

Lerda presents the major responsibility or function of the leader as assisting the conference in accomplishing its purpose. The leader helps the group find and define the problem, and then guides and controls the discussion so that it is constantly directed towards it. In doing this, the leader must create a situation which makes for freedom of discussion. If he fails in this, the main purpose of the conference may be diminished or entirely lost.³⁴

Most authors discuss specific responsibilities of a leader in any type of conference situation. Zelko summarizes specific leader

³²Sattler and Miller, op. cit., p. 153.

³³Ibid., pp. 153-154.

³⁴Lerda, op. cit., p. 158.

responsibilities.³⁵

1. Accomplish the purpose of the meeting
2. Start discussion and keep the discussion organized
3. Stimulate, guide, and control discussion
4. Make decisions
5. Keep records

Beach specifies seven responsibilities of the leader during the conference action.³⁶

1. Introduce the problem
2. Obtain general participation
3. Write key items on the board
4. Avoid coercion
5. Obtain essential information
6. Summarize periodically
7. Focus responsibility for action

Sattler and Miller discuss twelve leader responsibilities. Those that are additional to what other authors have designated are presented as follows.³⁷

1. Try to promote group cohesiveness
2. Encourage opinion or solution giving
3. Stimulate critical evaluation
4. Check irrelevant contributions
5. Clarify contributions when necessary
6. Encourage differences as well as consensus
7. Be personally neutral
8. Try to change the behavior of troublesome participants.

³⁵Zelko, The Business Conference: Leadership and Participation, p. 96.

³⁶Beach, op. cit., pp. 499-502.

³⁷Sattler and Miller, op. cit., pp. 154-161.

Cortright and Hinds emphasize the leadership responsibility of seeking cooperation. The leader can perform certain functions that will facilitate cooperation in group interaction. He can ask questions, make statements, seek facts, help group members evaluate opinions and make transitions in the task work. No simple rules can be made on exercising effective leadership in group discussion. But, the leader is a strategic part of the interaction process.

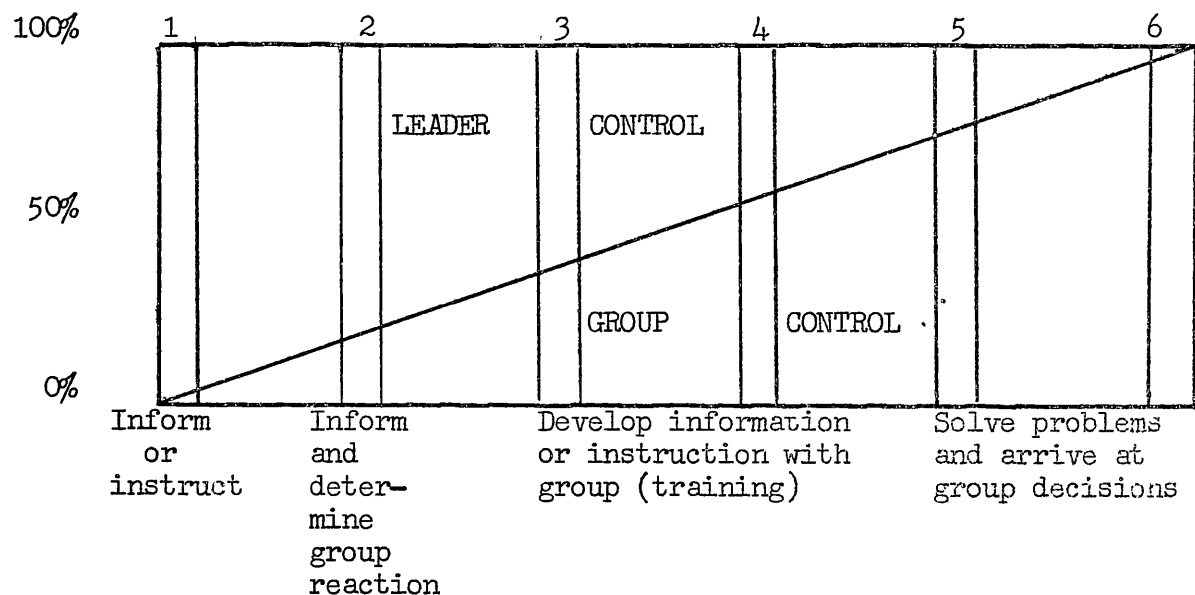
His knowledge of subjects and people, his awareness of the nature of his job in both task and socio-emotional areas, his command of techniques, and his skills in communication must be focused on the conference in such a way that his coordination and integration of contributions encourages the achievement of cooperative ends. . . his work is a generalized sort of supervision as contrasted to the notion of strict supervision and direction. His role is that of a guide who seeks to help group members to grow in maturity and in psychological closeness. His aim is to release the creative potentials of individuals through the facilitation of those interaction processes that allow group members to think, learn and cooperate together.³⁸

The Leader's Choices

In carrying out his responsibilities, the leader must face certain choices, in confronting dilemmas and in exercising control. The goals of a conference, 1) arriving at the best solution to the problem, 2) with the greatest amount of unanimity, 3) in the shortest period of time, sometimes conflict. The leader must somehow obtain general participation, but also keep the discussion relevant and directed toward the agenda and general purpose of the conference. In accomplishing these goals,

³⁸Cortright and Hinds, op. cit., p. 161.

the conference leader must apply his judgment skills and tools to the particular situation. Different conferences call for different kinds and methods of leadership. E. S. Hannaford graphically shows the relationship between leader control and group control.³⁹



The amount of control the leader should use depends on the nature and objectives of the conference. The leader must be aware of the wide range of objectives and plan to what extent he can encourage group participation and control over the outcome. But he must remain flexible enough to change his control as the need arises during the actual conference. These decisions and choices affect his entire leadership style. In the leader-group relationship, there must be a friendly atmosphere, with some degree of control and authority by the leader. "Strong" versus "weak" leadership is dependent on the situation. Zelko explains that of the two extremes, a strong leader is better than a

³⁹E. S. Hannaford, Conference Leadership in Business and Industry (New York: McGraw-Hill Book Co., 1945), p. 8.

weak one, but strength should not be confused with dominance. The leader must combine guidance, control and stimulation for balance. If the group is quiet, the leader must attempt to stimulate it; if the group is too active he must control it. The "autocratic" versus "democratic" leadership labels are misleading. Keep the discussion organized and following an agenda to accomplish a purpose is not autocratic. At the other extreme, complete freedom may be sloppy leadership. Leadership is not static and should vary in the manner which best helps to accomplish the objectives of the conference.⁴⁰

In his study, Norman Maier found that a leader, if skilled and possessing ideas, can conduct a discussion so as to obtain a quality of problem-solving that surpasses that of a group working with a less skilled leader and without creative ideas. Also, he can obtain a higher degree of acceptance than a less skilled person. But even an unskilled leader can achieve good quality solutions with a high degree of group acceptance. "The democratic leadership technique is, therefore, not only a useful procedure for obtaining acceptance and cooperation, but is also effective for improving solution quality."⁴¹

The personal characteristics of a leader strongly influence his style of leadership and execution of responsibilities. Although there is no concise list or universal agreement on the qualities that make a good conference leader, authors do describe specific qualities that seem to be useful to the leader of a group. Barnard presents a list of

⁴⁰Zelko, The Business Conference: Leadership and Participation, p. 100.

⁴¹Norman R. E. Maier, "The Quality of Group Decisions as Influenced by the Discussion Leader," Human Relations, III (June, 1950), 170.

the active qualities of leaders.⁴²

1. Vitality and endurance
2. Decisiveness
3. Persuasiveness
4. Responsibility
5. Intellectual capacity

Zelko summarizes specific qualities helpful to a leader.⁴³

1. Poise
2. Understanding and liking of others
3. Sensitivity
4. Impartiality
5. Tact
6. Sense of humor
7. Intelligence and judgment
8. Animation
9. Speaking and listening ability

The personal qualities discussed, combined with skillful use of methods and techniques to carry out responsibilities, add to the effectiveness of the conference leader. He must often judge a situation spontaneously and determine how to confront problems when they arise. The leader must continually analyze the relation of logic and intellect to emotion and feeling throughout the conference. Generally, people feel they are always logical, but they can often make statements based on deep-rooted emotional feelings or biases. The leader should notice the behavior of participants and encourage clear, systematic discussion as much as possible. He should try to get individuals to think whether their conclusions are logical, supported by sufficient evidence and relevant to the topic under discussion.

Handling emotions requires tact, patience, good listening, sensi-

⁴²Barnard, op. cit., pp. 90-92.

⁴³Zelko, The Business Conference: Leadership and Participation, p. 107.

tivity and empathy. Zelko says that the leader should be sensitive to relations among members and between the members and himself. He should try to remain impartial, give assurance when it is needed and avoid disagreement with the members.⁴⁴

The great complexity and importance of conference leadership has been stressed by researchers, writers and businessmen involved in this area. Leaders in academia and in business and industry have combined theory and experience in offering training to improve leadership effectiveness. Lerda states:

The effectiveness of the conference method is vitally dependent upon the competence and ability of the conference leader. It is to meet this real need for guidance in the conduct of a conference that training in conference leadership is required.⁴⁵

CHARACTERISTICS AND TYPES OF PARTICIPATION

Participation in group discussion is a basic reason for the conference situation. The leader, as has been discussed, has many responsibilities to carry through in a conference and is not in isolation. Everything the leader does is in relation to and integrated with the participants who make up the conference membership. Although participation is sometimes not considered singularly in conference training, the characteristics and types of participation must not be underestimated or overlooked.

⁴⁴Ibid., pp. 117-118.

⁴⁵Lerda, op. cit., p. 157.

Zelko states:

The conference table is the essential and basic symbol of and setting for the achievement of the philosophy of participative management in an organization. . . . affording a setting for participation is perhaps its major value in developing the social climate of an organization. The drawing out and blending of facts, information, and opinion are the 'logical' or 'practical' benefits of participative management.⁴⁶

A general assumption in participative management and the conference situation is that members feel more strongly bound by a decision when they have participated in making it. Robert Bales believes that participation does not mean that members have to talk an equal amount, but that each member has the opportunity to ask questions or voice positive or negative reactions to any proposal that is made. It is difficult to know or evaluate when a member's feelings and interests and interests are adequately being represented and when they are not.⁴⁷

The leader may use methods and techniques to induce participation, but the responsible conferee should be aware of his own desire to participate, and balance that with the same desire of others. He should respect the responsibility of the leader and the limitations and controls he may need to implement. These limitations might include his position, his need for staying within organizational policies of his department or supervisor, and the nature of the topic of discussion. The participant should come into the conference with an awareness of

⁴⁶Zelko, The Business Conference: Leadership and Participation, p. 124.

⁴⁷Robert F. Bales, "In Conference," Harvard Business Review, XXXII (March-April, 1954), 45.

dilemmas and restraints that affect the leader-group relationship.⁴⁸ Individual philosophies, knowledge of forms, use of management functions, and the degree of education and experience all influence the exercise of restraints and controls. Discussion itself is a system of restraints. When a member talks to another, he automatically excludes full deliberation with all others; when members agree to talk freely, others are prevented from speaking; when a certain procedure is used, another is excluded.⁴⁹

Combined with an awareness of the general responsibilities of participating in a conference, the individual must also be cognizant of specific responsibilities that will help contribute to a successful outcome.

Beach discusses five specific responsibilities of the conference members:⁵⁰

1. Each member must do necessary planning before coming to the conference, even if it is just reading the agenda.
2. Each member must take an active part in thinking and discussing.
3. Listening is important—members must try to understand points made by others.
4. Members should be orderly, avoid side conversations and interrupting the speaker.

⁴⁸Zelko, The Business Conference: Leadership and Participation, p. 124.

⁴⁹Cortright and Hinds, op. cit., pp. 58-59.

⁵⁰Beach, op. cit., pp. 502-503.

5. Once the group has agreed upon the conference objective or objectives, participants should actively cooperate towards reaching the objective.

Zelko discusses the responsibilities of the participant under four major headings:⁵¹

1. Proper attitude—The "ideal" attitude to work for is one of cooperation with the group and goals of the meeting, inquiry and open-mindedness.
2. Respect for other members of the group—Respect positions, interests and feelings by listening actively.
3. Helping to shape goals and decisions—Keep within the approximate agenda, avoid lengthy speeches and arguments; make or suggest making transitions or summaries; think constructively about supporting proposals that are in the best interests of the group.
4. Appropriate participation—Sense what to do and say and what not to do and say.

Cortright and Hinds discuss the responsibilities of participants for conference preparation, which consist of: 1) reflection with respect to the topic; 2) direct investigation of the topic by means of observation, research and reading; and 3) organization of these ideas into coherent units.⁵²

Organizing the contribution is important in establishing a continuity to the discussion. The idea or information should first be related to something that has already been said, which helps place the contribution in a framework. The statement or question should be developed with supporting material and connected with the point under discussion.

⁵¹Zelko, The Business Conference: Leadership and Participation, pp. 136-139.

⁵²Cortright and Hinds, op. cit., p. 52.

Sattler and Miller emphasize the forms that a contribution from a participant or leader may be built around: 1) a definition, 2) facts and statistics, 3) an authoritative statement, 4) another participant's statement, 5) a question, 6) a general statement, and 7) specific issues.⁵³

In deciding when to make a contribution, the participant has several choices confronting him. Frequency, length of participation, and talking versus listening are major considerations, determined by many factors. The amount of time available for the entire conference and the size of the group both influence frequency and length of contributions. Also, some members will have more to say on a subject than others and should be allowed to develop their ideas. The individuals with less to say should not be forced to talk.⁵⁴ But both the leader and the participants should be aware of the tendency in group discussions for persons of prestige and status to talk more than those with lesser status and prestige. Individuals with high status tend to talk to one another and ignore persons of lesser status. A participant should work to address his remarks to the whole group and regulate his participation in the interest of all members involved.⁵⁵

Types of Participation

Participants face choices of the type of contribution to make to

⁵³Sattler and Miller, op. cit., pp. 207-211.

⁵⁴Ibid., pp. 203-205.

⁵⁵Cortright and Hinds, op. cit., p. 163.

the group when he speaks. Sattler and Miller summarize these types into three general areas:⁵⁶

1. Problem-centered contributions which deal directly with the problem under discussion. Contributions may be summarized within this area.
 - a. Giving goals, aims or conditions
 - b. Giving clarification or summary
 - c. Giving suggestions or solutions
 - d. Giving information
 - e. Giving an evaluation of one's own contribution
 - f. Giving an evaluation of another person's contribution
 - g. Asking a question relating to the problem
 - h. Giving an irrelevant statement
2. Procedural-centered contribution, which may include giving a procedural suggestion or asking a procedural question.
3. Participant-centered contributions, which may encourage or discourage teamwork.

Zelko discusses similar types of contributions, which synthesize points made by Sattler and Miller.⁵⁷

Bales says that all participation can be viewed as a sequence of questions, answers and positive and negative reactions to the questions and answers. Questions may be differentiated as 1) asking for information, 2) opinion, and 3) suggestion. Answers correspond to the questions as 1) giving information, 2) opinion and 3) suggestion.⁵⁸

⁵⁶Sattler and Miller, *op. cit.*, pp. 215-218.

⁵⁷Zelko, The Business Conference: Leadership and Participation, p. 128.

⁵⁸Bales, op. cit., p. 45.

Role Patterns

The types of contributions that participants make are closely related to role patterns of the individual members who make up the group. Roles are affected by personal motives, experiences, learning, physiological and neurological makeup and are also affected by situational factors. Participants are not limited to one role and may often exhibit a variety of roles during one conference.

Since members bring their respective roles, points of view and patterns of behavior into the conference, the leader must handle these various roles in such a way that teamwork develops. Two main types of roles necessary to the continuing functioning of the group are: 1) task roles, relating to the direct accomplishment of group purpose, and 2) maintenance roles, which deal with group integration and social solidarity.⁵⁹ Maintenance roles mainly concern the emotional and personal relationships among the group members. If good relations and feelings are established, cohesion and teamwork begins to develop and the group then can focus more on content and process roles directly relating to the conference objectives.⁶⁰

Some important roles that the leader and participant should be aware of are discussed by many authors. In summarizing general role patterns, Strauss and Sayles differentiate roles into content and process roles.⁶¹ Content roles include the following.

⁵⁹Abraham Zaleznik and David Moment, The Dynamics of Interpersonal Behavior (New York: Wiley and Sons, Inc., 1964), p. 80.

⁶⁰Strauss and Sayles, op. cit., p. 267.

⁶¹Ibid., p. 268.

1. Initiator—makes suggestions
2. Information-seeker—asks questions
3. Blocker—objects to others' suggestions
4. Expert—knows the facts
5. Destructive critic—tears other people's ideas apart

The following list presents process roles.

1. Summarizer—summarizes where the group stands
2. Task-solver—tries to get group to move on
3. Decision-announcer—announces decision after group has reached agreement
4. Traffic cop—decides who talks when
5. Encourager—encourages others to contribute
6. Mediator—tries to narrow differences
7. Playboy—kids around (and sometimes reduces tension)

The authors of Adult Leadership divide functional roles into task and maintenance.⁶² Task roles are similar to the content and process roles of Strauss and Sayles, with the addition of coordinating, elaborating, summarizing and testing feasibility. Maintenance roles are summarized in the following list.

1. Encouraging
2. Gatekeeping
3. Standard setting
4. Following
5. Expressing group feeling

⁶²"Training in Member Roles," Adult Leadership, I (January, 1953), 17-18.

Roles that contribute to both task and maintenance are presented below.

1. Evaluating
2. Diagnosing
3. Testing for consensus
4. Mediating
5. Relieving tensions

Sattler and Miller summarize generally desirable roles in the following way.⁶³

1. Organizer
2. Fact-finder
3. Creator of ideas
4. Questioner
5. Energizer
6. Helper of others
7. Conciliator

A synthesis of undesirable or non-functional roles as discussed by Sattler and Miller,⁶⁴ Cortright and Hinds,⁶⁵ and the authors of Adult Leadership⁶⁶ is given in the subsequent list.

1. Silence
2. Monopolist
3. Attention-seeker

⁶³Sattler and Miller, op. cit., p. 221.

⁶⁴Ibid., pp. 222-226.

⁶⁵Cortright and Hinds, op. cit., p. 162.

⁶⁶Adult Leadership, op. cit., p. 18.

4. The band-wagon man
5. The fearful
6. The yes-man
7. Logic machine
8. Know-it-all
9. Self-confessor
10. Withdrawer
11. Clown
12. Isolate
13. Dictator
14. Emotional antagonist

Individual and group roles, not necessarily designated by discrete labels, are important to be recognized by the conference leader and participants. Role observation and practice can be built into training programs for experience in diagnosing a group's role needs, identifying roles being taken, and seeing what effects various roles have on group functioning.⁶⁷

DYNAMICS OF THE CONFERENCE PROCESS

Role patterns, interaction between members and the contributions made are all components of participation in the group discussion or conference process. The phenomena of group interaction include group

⁶⁷Methods and techniques of determining role needs and functions may be found in "Training in Member Roles," Adult Leadership, I (January, 1953), 20-23.

dynamics, interpersonal communication and the basic thought process. This is the conference in action. Each member contributes to the phenomena since he is in direct and dynamic relationship with everybody else in the room.

The conference process is "a pooling of mental resources, a combining of basic individual thought processes in a group situation."⁶⁸ The conference method is dynamic because it is active, moving, forceful and powerful. A true exchange of ideas, beliefs, experiences and feelings among several people is certainly active and alive; both the process and the potential results may be forceful and powerful. The merging of individuals in a group activity and group process produces the combination of relationships known as "group dynamics."⁶⁹

The conference process is complex, involving all factors which enter into the entire conference situation. The communication process within each situation is itself dynamic and complex and is the basis of interpersonal relations and the whole conference process. Exchange of information between two members or a member to the group involves an intricate mixture of attitudes, feelings, prejudices, status, power, language, and speaking and listening abilities.⁷⁰ Awareness and understanding of interpersonal communication will help conference members know more about the other participants and the discussion process, helping to be effective in achieving the desired conference objectives.

⁶⁸Zelko, The Business Conference: Leadership and Participation, p. 35.

⁶⁹Ibid., p. 38.

⁷⁰Ibid., p. 39.

Reasoning and Logical Thinking

Individuals communicating their ideas in a conference tend to think that their contributions are most often reasonable and logical. Each conference member is a combination of reason and emotion, but likes to feel that emotions do not influence his judgments. The importance of reasoning and logical thinking in a conference should not be overlooked. In discussions, individuals are usually in the process of building up facts into generalizations or deducing specific points from accepted rules which have already been established. These inductive and deductive processes are often characterized by reasoning from 1) analogy, 2) example, 3) association and correlation, and 4) cause. Individuals use these modes to infer conclusions from specific data. But hasty generalizations and unsupported conclusions are common errors in conferences.⁷¹ Other errors in reasoning may involve confusion of fact with inference, faulty generalizations based on insufficient or atypical examples, faulty analogies, oversimplification of causes, and the confusion of cause with correlation. Manifestation of these errors may be in the form of extending an argument, questioning the speaker's motives, rationalization, or completely avoiding the issue.⁷² Group members must check and test the validity of contributions, which is often done through prior research, background knowledge and experience. Tools which may be used as support and evidence include: 1) specific

⁷¹Cortright and Hinds, op. cit., pp. 181-182.

⁷²Barnland and Haiman, op. cit., p. 153.

and general examples, 2) analogies and comparisons, 3) statistics and data, and 4) expert opinion.⁷³

Cortright and Hinds believe that "the discussion way to progress rests on logical and scientific bases, and participants must develop sensitiveness to the thought processes that are at work in meetings."⁷⁴

The thought processes working within the conference develop into a pattern of discussion or sequence of events from beginning to end. Zelko discusses a typical problem-solving process, in which the leader first introduces the problem and attention of the participants is directed towards the situation or problem. Objectives are set and the problem is analyzed as the leader encourages general participation from the members. Possible solutions are proposed as the leader stimulates group thinking and guides the conference towards its objectives. As the leader encourages critical thinking and objective evaluation, the best solution is reached. The leader secures agreement, tries to determine group consensus and reach unanimity. The group decides what action is to be taken and how the plan is to be implemented. The leader then summarizes and makes closing remarks or goes on to the next item on the agenda.⁷⁵

Zelko also discusses the informational-training-developmental pattern in a conference. In this pattern of discussion, the leader usually

⁷³Zelko, The Business Conference: Leadership and Participation, p. 59.

⁷⁴Cortright and Hinds, op. cit., p. 187.

⁷⁵Zelko, The Business Conference: Leadership and Participation, pp. 43-44.

begins by explaining the subject and its value to the members, which should increase interest and motivation toward the subject. The leader then supplies background material and draws on individuals to develop the information further. In developing the information, individuals move towards greater understanding and acceptance of the information or principles reached. After acceptance is reached, application and further use of the information should be discussed before a final summary by the leader is made.⁷⁶ Wide variations occur within each pattern and a conference often contains a mixture of both the problem-solving and informational processes and the pattern within a single conference may shift as the leader guides the group from one objective to another.

Awareness and knowledge of patterns of discussion, reasoning, and other dynamics of the conference process can lead to effective use of time in accomplishing goals and objectives that are determined by the purpose for meeting. Cortright and Hinds believe the best approach to good discussion is through education and training. Both the leader and participants need an understanding of the fundamentals of the philosophy of discussion and practice in speaking in discussion situations.

Courses in discussion and conference training programs not only develop leadership skills but also participation skills. Training is thus one avenue to motivation, for we grow in confidence and in right attitude as we come more fully to understand and practice discussion. Appropriate training, moreover, is the best way to overcome problems of poor attendance, sloppy procedure, inadequate orientation, vagueness, poor timing, faulty speaking arrangement, ineffectual speaking, purposeless

⁷⁶Zelko, The Business Conference: Leadership and Participation, p. 45.

leadership, and the like.⁷⁷

Strauss and Sayles also emphasize the importance of developing conference skills and extend their usage outside of the actual conference situation:

Conference skills are useful, of course, even when the participants are not sitting around a table at a formal meeting. The manager needs these skills in his day-to-day activities whenever he is talking to a group of subordinates or equals and trying to reach some sort of agreement.⁷⁸

INSTRUCTIONAL TECHNIQUES, AIDS AND METHODS

Many of the same instructional techniques and aids are used by both the leader of a conference and the instructor in a conference training program. The leader of a conference has a variety of tools and methods available for his use when leading, stimulating, guiding, and controlling group discussion.

The leader who learns and understands the benefits and usage of certain techniques can strengthen his ability to lead a conference. Zelko identifies two important techniques as 1) questions and 2) transitions and summaries. Questions are a commonly used tool of the leader and one of the most important for stimulating discussion. The leader

⁷⁷ Cortright and Hinds, op. cit., p. 57.

⁷⁸ Strauss and Sayles, op. cit., p. 264.

might present a question to the entire group or direct it to one specific member, depending on the purpose for asking the question. Generally, questions are either fact-finding or opinion-seeking in nature. In the early stages of the problem-solving conference, questions should draw out factual information. These questions should elicit as many points and angles on the subject as possible before opinions or value judgments are given. The skilled leader can develop his ability to use questions effectively, so as many solutions as possible are discussed before a decision is reached. He should be skilled in both asking questions to the members and answering questions that individual participants might pose.⁷⁹

Transitions and summaries are effective techniques for keeping the discussion organized, to the point and to keep the members informed on progress. The skilled leader will be able to sense when the discussion should move on to the next point and can even use summaries to facilitate the transitions.⁸⁰

Zelko discusses the many visual and audiovisual aids the leader can utilize to develop material, presented in the following summary.⁸¹

1. Blackboard
2. Charts
3. Flannel Board

⁷⁹Zelko, The Business Conference: Leadership and Participation, pp. 111-113.

⁸⁰Ibid., pp. 113-114.

⁸¹Ibid., p. 111.

4. Handouts
5. Demonstrations
6. Films, filmstrips and records
7. Cases and similar devices

Several authors present techniques and methods that benefit the conference in terms of training programs designed to improve conference skills. Instructors may use specific techniques to illustrate the elements of the conference situations, which may be useful for both learning purposes in training and application in the actual conference experience. Various methods and tools discussed by the authors William McGehee and Paul Thayer,⁸² Louis Goodman,⁸³ John Miner,⁸⁴ and Calvin Otto and Rollin Glaser,⁸⁵ are summarized according to individual discussions.

1. William McGehee and Paul Thayer

- a. Lectures
- b. Conferences
- c. Case study
- d. Role-playing

⁸²William McGehee and Paul W. Thayer, Training in Business and Industry (New York: John Wiley and Sons, Inc., 1961), pp. 196-223.

⁸³Louis S. Goodman, "Training Aids," in Training and Development Handbook, ed. by Robert L. Craig and Lester R. Bittel (New York: McGraw-Hill Book Co., 1967), pp. 313-337.

⁸⁴John B. Miner, Personnel and Industrial Relations: A Managerial Approach (New York: The Macmillan Co., 1969), p. 320.

⁸⁵Calvin P. Otto and Rollin O. Glaser, The Management of Training (Reading, Mass.: Addison-Wesley Publishing Co., Inc., 1970), pp. 207-338.

- e. Sensitivity training
 - f. Television and films
 - g. Teaching machines
 - h. Programmed learning
 - i. Self-instructional texts
 - j. Business games
2. Louis Goodman
- a. Simulation
 - b. Demonstration
 - c. Field trips
 - d. Exhibits
 - e. Graphics
 - f. Tape recordings
3. John Miner
- a. Human relations techniques
 - b. Group discussions
 - c. T-group or laboratory techniques
 - d. Creativity and problem solution
 - e. Motivation learning
4. Calvin Otto and Rollin Glaser
- a. Chalkboards
 - b. Demonstration boards
 - c. Flip charts
 - d. Overhead and opaque projectors
 - e. Sound-slides
 - f. Sound-filmstrips

- g. Movies
- h. Television
- i. Simulation techniques

The leader's tools and techniques should primarily be planned in advance of the training or conference, but they should be flexible and adapted to the purpose at hand. All aids should be organized in relation to the objectives of the conference, budget limitations, and the characteristics of the group.

METHODS OF EVALUATION

After the conference is completed, some form of evaluation is important for judging the elements within the conference and their contribution to the total effectiveness. Whether formal or informal evaluation is used, it is good to look back for points of self and group improvement that would be helpful in future situations.

Much effort has been spent on the refinement of evaluation techniques by group dynamics research, sensitivity training and laboratory training in relation to analysis and evaluation of the interaction of individuals in groups. Exact measurement is difficult because the discussion process is dynamic and complex.⁸⁶ But when groups are asked to arrive at decisions, to set goals for work, to learn facts, or to take actions, their accomplishments should be observed, described, and measured whenever possible.

⁸⁶ Zelko, The Business Conference: Leadership and Participation, pp. 192-193.

Three broad areas of inquiry for evaluation are discussed by Zelko⁸⁷ and Cortright and Hinds:⁸⁸ 1) achievement of the total group goal, 2) individual participation, and 3) leadership. Sometimes an observer is appointed before the conference starts to be an objective recorder of what happens during the conference action. Robert Bales contributed to this evaluative method by developing a system of categories relating to the functional problems of communications, evaluation, control, decision, tension reduction, and reintegration. The following chart is a representation of Bales' system.⁸⁹

The system of categories used in observation
and their major relations

KEY:

- a Problems of Communication
- b Problems of Evaluation
- c Problems of Control
- d Problems of Decision
- e Problems of Tension Reduction
- f Problems of Reintegration

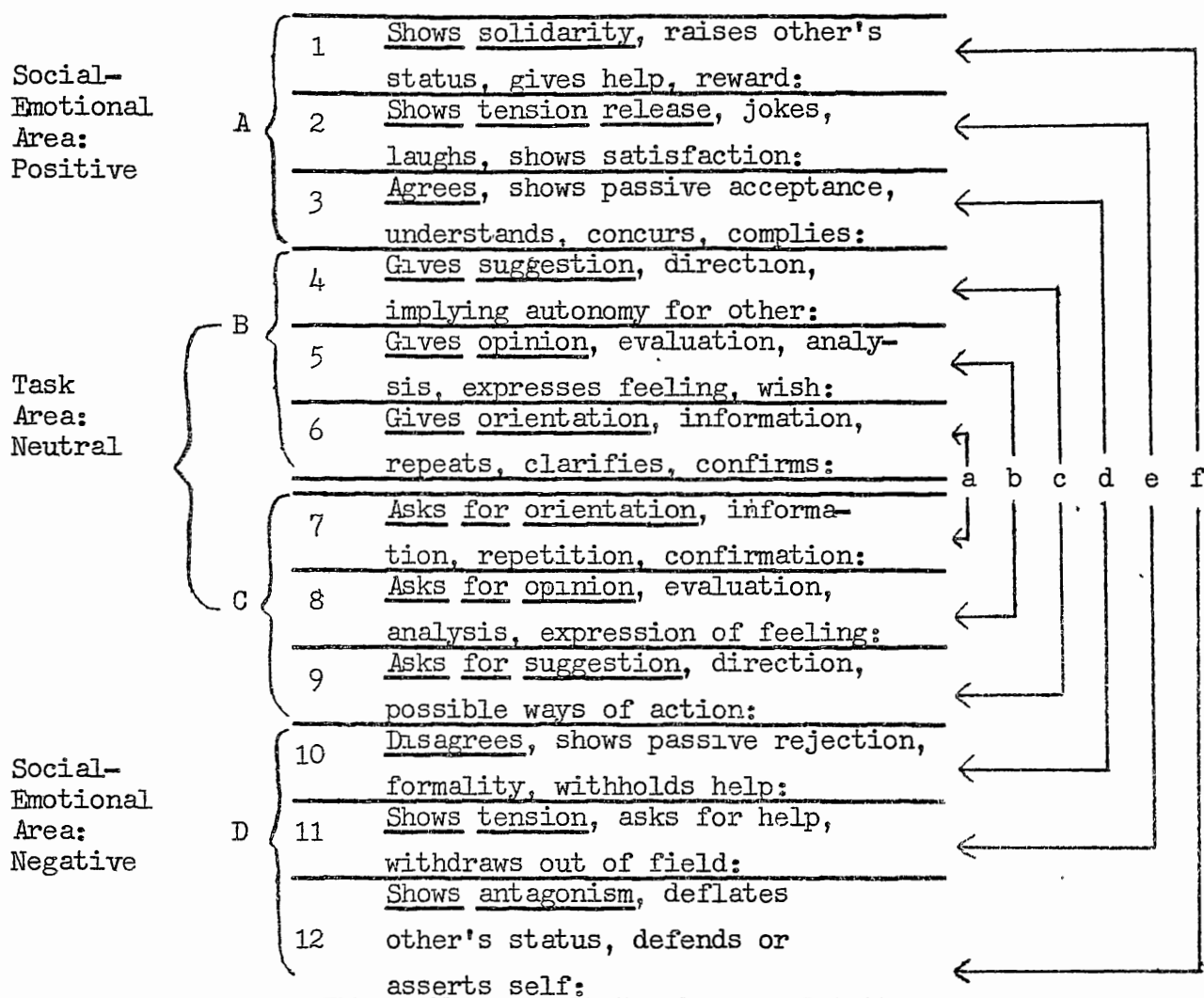
- A Positive Reactions
- B Attempted Answers
- C Questions
- D Negative Reactions

⁸⁷Ibid., p. 193.

⁸⁸Cortright and Hinds, op. cit., pp. 211-223.

⁸⁹Robert F. Bales, Interaction Process Analysis (Cambridge, Mass.: Addison-Wesley Press, 1950), p. 9.

Bales' system cont'd.



William Utterback has suggested an evaluation form to make it possible for an observer to rate the whole group process.⁹⁰

⁹⁰ William E. Utterback, Group Thinking: A Workbook for Use in Discussion Courses (New York: Rinehart and Company, Inc., 1953), p. 47.

EVALUATION OF GROUP PROCESS

PROBLEM: _____

DATE: _____

LEADER: _____

OBSERVER: _____

Circle with a pencil mark one segment of each rating scale below to indicate how you would characterize the discussion as a whole with reference to the ten dimensions noted.

EMOTIONAL CLIMATE

Listless	1	2	3	4	5	Animated
Tension, hostility	1	2	3	4	5	Friendly atmosphere
Dogmatic, uncooperative	1	2	3	4	5	Very cooperative

THOUGHT

Little use of Information	1	2	3	4	5	Adequate information used
Frequently off subject	1	2	3	4	5	Relevant discussion
Superficial discussion	1	2	3	4	5	Thoughtful discussion
Aimless, confused discussion	1	2	3	4	5	Methodical discussion; group had a sense of direction

LANGUAGE

Often interrupt each other	1	2	3	4	5	Orderly discussion
Long contributions	1	2	3	4	5	Brief Contributions
Provocative language	1	2	3	4	5	Courteous, temperate language

ADDITIONAL COMMENT:

Barnland and Haiman have developed a more complicated rating scale to evaluate the leader's part in the interaction process,⁹¹ presented in the following way.

⁹¹Franklyn Haiman, Group Leadership and Democratic Action (Boston: Houghton Mifflin Co., 1951), pp. 237-239.

INITIATING DISCUSSION

3	2	1	0	1	2	3
Group needed more help in getting started		Group got right amount of help in getting started			Group needed less help in getting started	

The quality of the leader's introductory remarks was:

excellent	good	adequate	fair	poor
-----------	------	----------	------	------

CLIMATE-MAKING

3	2	1	0	1	2	3
Group needed more help in securing a frank, permissive atmosphere		Group got right amount of help in securing a frank, permissive atmosphere			Group needed less help in securing a frank, permissive atmosphere	

With regard to the establishment and maintenance of a frank and permissive atmosphere the leader's behavior was:

excellent	good	adequate	fair	poor
-----------	------	----------	------	------

REGULATING AMOUNT OF PARTICIPATION

3	2	1	0	1	2	3
Group needed more regulation of participation		Group got right amount of regulation of participation			Group needed less regulation of participation	

If and when the leader attempted to regulate participation, his method was:

excellent	good	adequate	fair	poor
-----------	------	----------	------	------

STIMULATING GROUP THINKING

3	2	1	0	1	2	3
Group needed more stimulation		Group got right amount of stimulation			Group needed less stimulation	

If and when the leader attempted to stimulate group thinking, his method was:

excellent	good	adequate	fair	poor
-----------	------	----------	------	------

Evaluation of Group Process Cont'd

DIRECTING GROUP THINKING

3	2	1	0	1	2	3
Group needed more direction in thinking		Group got right amount of direction in thinking			Group needed less direction in thinking	

If and when the leader attempted to direct group thinking his method was:

excellent	good	adequate	fair	poor
-----------	------	----------	------	------

SUMMARIZING

3	2	1	0	1	2	3
Group needed more summaries		Group got right amount of summaries			Group needed fewer summaries	

If and when the leader provided summaries, his method was:

excellent	good	adequate	fair	poor
-----------	------	----------	------	------

RESOLVING CONFLICT

3	2	1	0	1	2	3
Group needed more help in resolving its conflicts		Group got right amount of help in resolving its conflicts			Group needed less help in resolving its conflicts	

If and when the leader attempted to help resolve conflict his method was:

excellent	good	adequate	fair	poor
-----------	------	----------	------	------

A postmeeting discussion is often held with the leader and all the participants. If an observer was present, he may feedback his observations to the members and all individuals have the opportunity to participate in evaluation. Sometimes informal evaluations are made

through discussion between a participant and his boss.⁹²

Many types of evaluations forms and questionnaires have been developed for completion by the leader and individual members. Zelko presents a useful form on which items may be rated or comments written in on each category.⁹³

CONFERENCE EVALUATION FORM
(For evaluating conferences, committees, and case-study groups)

Subject _____	Leader _____	Date _____	
	Very good	Good	Fair
Planning	_____	_____	_____
Facilities	_____	_____	_____
The leader (total rating)	_____	_____	_____
Opening remarks	_____	_____	_____
Agenda, problem, or topic stated	_____	_____	_____
Stimulated discussion	_____	_____	_____
Controlled discussion	_____	_____	_____
Use of questions	_____	_____	_____
Use of charts and blackboards	_____	_____	_____
Use of cases and other methods	_____	_____	_____
Transitions and internal summaries	_____	_____	_____
Summary and conclusions	_____	_____	_____
Pleasant manner	_____	_____	_____
Tact	_____	_____	_____
Impartiality	_____	_____	_____
The Group (total rating)	_____	_____	_____
Problem analyzed	_____	_____	_____

⁹²Zelko, The Business Conference: Leadership and Participation, p. 194.

⁹³Ibid., p. 199.

Conference Evaluation Form Cont'd

	Very Good	Good	Fair
Facts and information supplied			
Solutions advanced			
Solutions discussed and evaluated			
Decision making and consensus			
Cooperative attitude			
Participation (total rating)			
Member A			
Member B			
Etc.			
Total conference rating			

More recent developments in evaluation have been in relation to training programs and courses, some of which are directly applicable to the conference situation. Otto and Glaser believe the purpose of evaluation activities is:

to find out whether the goals and content of training programs are compatible with the mission and current needs of the organization, and to find out whether the goals are being reached in the most effective and efficient manner so that any necessary adjustments may be made. Evaluation must include the training plan, methods, and materials of learning as well as the 'before and after' performance of those who have received the training.⁹⁴

Four types of evaluation are discussed by Otto and Glaser⁹⁵ and Kirkpatrick,⁹⁶ including: 1) reaction, 2) learning, 3) behavior, and

⁹⁴Otto and Glaser, op. cit., pp. 152-153.

⁹⁵Ibid., pp. 152-165.

⁹⁶Donald L. Kirkpatrick, "Evaluation of Training," in Training and Development Handbook, ed. by Robert L. Craig and Lester R. Bittel (New York: McGraw-Hill Book Co., 1967), pp. 88-110.

4) results. According to these authors, each type of evaluation is characterized in the following ways. Reaction evaluation is an analysis of the participants' feelings about the program. Learning evaluation attempts to assess the amount and quality of learning which has taken place during a training program.

Typical types of evaluation for learning include: 1) oral, 2) paper and pencil, 3) essay, 4) multiple choice, 5) true-false, 6) matching, and 7) short answer tests. But tests alone do not give sufficient appraisal of a trainee's progress. The instructor is often in a good position to make observations about individuals' progress, and the instructor himself should undergo some type of evaluation.

Behavior evaluation involves measurement before and after the training. A systematic appraisal should be made of on-the-job performance on a before-and-after basis. This appraisal of performance should be made by the person receiving the training, his superiors, his subordinates, or his peers. A statistical analysis should be made to compare before and after performance and relate the changes attributed to the training program. Post-training appraisal should not be given until the participants have time to put into practice what they have learned, and a control group should be used if possible.

Evaluation of results is difficult to measure because of the variety of variables interacting in such results as higher profits, reduced turnover, improved efficiency, improved morale and increases in quantity and quality of production. Yet, many assets of training contribute to results in some way. Methods of measurement in this area may include in-depth interviews and questionnaires.

Newer and more sophisticated methods of evaluating training and conferences are needed to further improve the conference method's effectiveness. With more frequent use of electronic media, particularly television, films, and video tapes, both leaders and conferees can see their performance in action, analyze and critique what has happened, and then make future plans for training programs and the actual conference experience.

CHAPTER III

METHODOLOGY

The basic design of this research involved the construction of a questionnaire and answers to it from a selected sample of business and industry in the United States.

THE SURVEY SAMPLE

A list of the 500 largest industrial corporations, based on total sales, was obtained from the May, 1972 issue of Fortune magazine.

Another list including organizational and individual members of the American Society for Training and Development (ASTD), 1972, was obtained. Membership in the ASTD included individuals who plan and implement training and management programs in all types of business, industrial, educational, government and service organizations.

In establishing a suitable survey sample, these 2 populations were cross-referenced. With both lists, it was possible to determine which of the 500 largest corporations were also members of the ASTD. The results showed that 312 corporations were ASTD members and 10 other corporations had divisions or subsidiaries that were members. Of the 250 largest corporations, 194 were ASTD members, with 118 members in corporations 251 to 500. Therefore, the decision was made to use the 194

members of ASTD as the survey sample from the population of the 250 largest industrial corporations in the United States.

A list of the 50 largest retailing companies in the United States, based on total sales, was also obtained from the May, 1972, issue of Fortune magazine. The decision to include these retail companies was made from academic and professional interest concerning training in this area. Again, cross-referencing was used to determine which of the 50 largest retailing companies were also members of ASTD. The results showed that 28 of the 50 companies were ASTD members. Questionnaires were sent to all 28 members of this population.

The total survey sample included 222 companies and corporations from the 250 largest industrial and 50 largest retailing corporations in the United States.

QUESTIONNAIRE CONSTRUCTION

A questionnaire was developed to secure information on the current status of communication training and the scope of conference methods training in American business and industry. The purpose was to present a complete and comprehensive survey in the clearest and most concise manner possible.

General Data

The first of 4 sections in the questionnaire, General Data, asked for demographic data that provided important background material on the location and the nature of the organization's principal product or service. This information also provided easy reference to individual

organizations and names for further contact, if necessary.

1. Name _____ Position _____
2. Company _____ Location _____
city _____ state _____
3. Principal Product or Service _____
4. Number of Employees (Approximate) _____

Communication Training

Section II, Communication Training, sought to find out what types of communication were presently being offered, for whom, and whether it was offered within or outside the company. This information provided a general frame of reference for conference training, so that it was possible to learn how conference training compares with other communication training and where it ranks in importance.

Harold Zelko, in his 1949 survey of speech related training in business and industry, limited his study to the oral communication categories of Human Relations, Effective Speech (Public Speaking), Conference Leadership, Conference Participation, and Parliamentary Law.¹ Richard Dean studied the status of business conference training in 1955 and limited his study to the oral communication areas of Public Speaking, Interviewing, Conference Participation, and Conference Leadership. The single question on public speaking and interviewing asked if

¹Harold P. Zelko, "Adult Speech Training: Challenge to the Speech Profession," Quarterly Journal of Speech (February, 1951), 57.

the training was being offered or not.²

This investigator wanted to study a broader range of both oral and written communication training to find out the extensiveness of program offerings in these areas. Nine categories were decided upon that seemed to cover discrete areas of possible training. Although each area contained a main emphasis or focal point, there remained the possibility of content overlapping between categories due to the diverse types of companies involved in the study and the broad, complex nature of communication itself.

Question 3 on priorities sought to identify the relative emphasis and importance of different types of communication training, with particular focus on where conference training ranks in importance with the other areas. Section II in its entirety was presented as follows:

²Richard L. Dean, "An Analysis of Selected Training Programs in Conference Leadership and Participation," (unpublished Ph.D. dissertation, Purdue University, 1955), p. 76.

Section II Cont'd

	Interviewing	Public Speaking	Interpersonal Relations	Conference Methods	Sensitivity Training	General Semantics	Writing	Listening	Reading
B. is not now offered but would be desirable	—	—	—	—	—	—	—	—	—
C. is not now offered and is not particularly desired	—	—	—	—	—	—	—	—	—
3. List in order the 3 training areas above that have the highest priority in your company:									
1.	2.		3.						

Conference Leadership and Participation Training

Section III, Conference Leadership and Participation, dealt with specific items that were designed to cover the nature and scope of conference training in methods, leadership, and participation. Among the information sought were the planning stages, the end results of the training and the evaluation methods.

Since conference training was the main emphasis of the study, determining why this training was not offered in some companies seemed important. Consequently, item A in Section III was designed to secure this information about priorities in training.

A. If training in conference leadership and participation is NOT presently being offered in your company, please indicate why:

- | | |
|--|---|
| <input type="checkbox"/> Low priority in company | <input type="checkbox"/> Conferences not widely used in company |
| <input type="checkbox"/> Not financially feasible | <input type="checkbox"/> No instructor available |
| <input type="checkbox"/> Subsumed under other training | <input type="checkbox"/> Employees sent outside company for this training |
| <input type="checkbox"/> No person has initiated this training | <input type="checkbox"/> Other (specify) _____ |
| <input type="checkbox"/> Conference planning and performance is satisfactory | _____ |

All questions in Part B pertained to specific items that would provide information relating to the formation, structure and content of in-company conference training. The questions included in this specific area were the following:

B. If training in conference leadership and participation IS presently being offered in your company, please complete the following:

1. Are managers and non-managers ever included in the same course?
☐ Yes ☐ No
2. Is attendance compulsory or voluntary? _____
3. How are participants selected?

<input type="checkbox"/> Open to all	<input type="checkbox"/> Recommended by boss
<input type="checkbox"/> Requested by employee	<input type="checkbox"/> Part of management training
<input type="checkbox"/> Other (specify) _____	
4. Purpose/Objectives of the course: _____

5. a) Usual duration of the course (in days, weeks or months)

 b) Total hours devoted to the course: _____
 c) Is company time used for the training? ☐ Yes ☐ No

- d) Number of years the course has been offered: _____
6. Who participated in making the decision to offer this course?
 _____ Executives _____ Personnel _____ Managers _____ Non-managers
7. Who planned and developed the course? _____ Company Personnel
 _____ Outside Consultants
8. Who are the instructors? _____ Company Personnel _____ Outside Consultants
9. What subject matter areas are contained in the course?
- | | |
|---|--|
| _____ Conference types and objectives | _____ Types of participation |
| _____ Preparing agendas | _____ Problems of language/
Semantics |
| _____ Leadership styles | _____ Attitudes |
| _____ Responsibilities
of the leader | _____ Motivation |
| _____ Methods of
decision-making | _____ Listening |
| _____ Conflict reso-
lution | _____ Evaluating effective-
ness of conferences |
| _____ Reasoning/ Uses
of evidence | _____ Physical arrangements
for conferences |
| _____ Handling emotions | _____ Other (specify)
_____ |
| _____ Case analysis | |
| _____ Group discussion
process | |
10. Instructional techniques used:
- | | |
|----------------------|--------------------------------------|
| _____ Lecture | _____ Textbook readings |
| _____ Films | _____ Closed-circuit tele-
vision |
| _____ Filmstrips | _____ Discussion groups |
| _____ Records | _____ Written exercises |
| _____ Tape recorders | _____ Role-playing |

Instructional techniques used, cont'd.

<input type="checkbox"/> Video tapes	<input type="checkbox"/> Simulation
<input type="checkbox"/> Models and demonstrations	<input type="checkbox"/> Incident process
<input type="checkbox"/> Charts	<input type="checkbox"/> Sensitivity sessions
<input type="checkbox"/> Tele-lecture	<input type="checkbox"/> Other (specify) _____
<input type="checkbox"/> Cases and examples	_____
<input type="checkbox"/> Handouts	

11. What specific texts, course outlines, manuals, films, etc. do you use? (Please send copies, if available)

Texts: _____

Films: _____

Other: _____

12. What evaluative methods, if any, are used to measure short-term effectiveness?

13. What evaluative methods, if any, are used to measure long-range effectiveness?

Effects of Training

Section IV, Effects of Training within the Company, focused on the theoretical considerations of offering training and the identification of pragmatic results. The assumption was made that if companies offered conference training, there would be a rationale for doing so. Furthermore, it was assumed that this rationale would be based on effects. The rank ordering of important results was designed to identify some of the major effects of the training. Section IV included the following questions.

1. Why do you think this training course is important to have in your company?

2. Please rank-order the 4 most important results of the course:

<input type="checkbox"/>	Increased job satisfaction
<input type="checkbox"/>	Increased work effectiveness
<input type="checkbox"/>	Better employee working relationships
<input type="checkbox"/>	Less time wasted in conferences
<input type="checkbox"/>	Increased worker motivation
<input type="checkbox"/>	Development of teamwork
<input type="checkbox"/>	More effective communication among employees
<input type="checkbox"/>	No change
<input type="checkbox"/>	Other (Specify) _____

3. Additional Remarks:

The four-page questionnaire was off-set printed on both sides of two pages, to reduce the weight for mailing and to shorten perceived length. A copy of the entire questionnaire is included as Appendix I.

DISTRIBUTION OF THE QUESTIONNAIRE

The number of individuals who had membership in ASTD but who were members of the same company ranged from 1 to 45. For those organizations having more than one member, each name and position was studied to determine the proper person for reception of the questionnaire. The questionnaire was intended to reach the training director or coordinator of each corporation. When these particular positions were not listed, the questionnaire was sent to an ASTD member at the organization's headquarters.

Each questionnaire was accompanied by a letter explaining the nature and purpose of the study. These initial contact letters were identical in form and content. They were prepared on letterhead stationery of The University of Kansas Communication Research Center. The letters were offset-printed with the names and inside addresses typed individually for each letter. The envelopes were sent by first-class mail with a self-addressed pre-stamped return envelope enclosed. A sample copy of the letter is enclosed as Appendix II.

A copy of a second letter was prepared for responses that referred to another contact for the requested information. This was similar to the initial letter of contact, with mention of the referral by the initial source. Only one such letter was necessary.

CODING AND FILING OF RESPONSES

A systematic classification of responses was needed to assure

accuracy of tabulation and readily available reference to individual responses.

Each organization in the survey population was assigned a file code derived from the cross-referenced list obtained in selecting the sample. Responses submitting information exclusively through a letter, without a completed questionnaire, were filed separately for further individual analysis.

FORMS FOR ANALYSIS

All responses were examined, analyzed and classified carefully by the same researcher in a systematic effort to achieve maximum uniformity of interpretation and evaluation.

The basic design of the forms used for tabulation and analysis were developed prior to the receipt of responses, but several classifications and additions were later incorporated into the design as the need became evident.

An analysis form was constructed for each question in the survey, and its structure was determined by the nature of the question and type of classifications that would most concisely and clearly record the information received. The questions requiring that responses be checked were tabulated and recorded in percentages. Information received from open-ended questions was first listed individually by response and then classified and quantified through content analysis according to commonality of response. Additional information provided by organizations was examined and incorporated into the results where applicable and pertinent.

CHAPTER IV

RESULTS AND ANALYSIS

NUMBER OF RESPONSES

Cover letters and questionnaires were sent to each of the 222 organizations in the survey sample. Some type of response was received from 99, or 44.59% of the total sample.

Of the 194 industrial corporations used, 91 or 46.91% responded, but only 8 or 28.57% of the 28 retailing companies responded in any form.

From the total of 99 responses that were received, 25 provided information by someone rather than the addressee. Five questionnaires were referred to other personnel through the organization's internal communication channels with information provided by the second source; 3 letters indicated the questionnaire and request had been forwarded to other company personnel, with only one response received from a second source. Two companies supplied information on their communication training without completing the questionnaire, and 1 company indicated their training was completely decentralized among many corporation departments, so no general information could be supplied.

One additional letter was returned as address unknown; one was returned stating that the addressee did not work in that company; two

were returned with a new address enclosed for whom the letter was intended. One letter referred to the proper source for completion of the questionnaire, but sent information on his own specialized training.

Five second cover letters and questionnaires were sent to a secondary source in each company. One response was received.

COMMUNICATION TRAINING

From the 93 questionnaires, organizations indicated that they were offering the types of training as indicated in Table 1.

TABLE 1
TRAINING COMBINATIONS

<u>Types of Training</u>	<u>Number of Responses</u>
All types listed, excluding Sensitivity Training and General Semantics	12
All nine types listed	5
Interviewing, Interpersonal Relations, Listening	5
Interviewing, Public Speaking, Interpersonal Relations, Conference Methods Listening	3
Interpersonal Relations and Listening	3
Interviewing, Interpersonal Relations, Conference Methods, Writing, Listening, Reading	3
All types listed, excluding Sensitivity Training	3

TABLE 1 Cont'd.

<u>Types of Training</u>	<u>Number of Responses</u>
All types, excluding General Semantics	2
Interviewing, Public Speaking, Conference Methods, Writing, Listening, Reading	2
Interviewing, Interpersonal Relations Listening, Reading	2

All other responses were single combinations unique to individual organizations. One company, for example, indicated difficulty in checking distinct categories since their training courses were developed as the need became evident and priorities changed from year to year. Four companies said their training varied widely within their own corporation and provided information representative of current thinking and practice rather than details of training in a given situation. One of these companies stated: "We have many programs, in various units of the company around the world, in the areas you're interested in. At various times and in hundreds of company locations, priorities, needs, content evaluation techniques, etc., will vary widely."

The wide range of training programs offered indicated the variety of company diversification, philosophies and current needs. No set pattern could be used to characterize training courses among companies, although 12 offered all communication training listed in the questionnaire, except Sensitivity Training and General Semantics. Only one company of the total 99 that responded, did not indicate offering any communications training, and did not provide any additional information.

Table 2 presents the total number of companies, in rank order, that offered the various types of communication training.

TABLE 2
NUMBER OF COMPANIES OFFERING EACH TYPE OF COMMUNICATION TRAINING

<u>Type of Training</u>	<u>Number of Companies</u>	<u>Percentage</u>
1. Interpersonal Relations	74	81.13%
2. Listening	72	79.12
3. Conference Methods	70	76.92
4. Interviewing	60	65.93
5. Reading	55	60.49
6. Public Speaking	54	59.92
7. Writing	51	56.04
8. Sensitivity Training	32	25.27
9. General Semantics	15	16.48

More companies offered some type of training in Interpersonal Relations, 81.13%, than any other communication area. Listening training ranked second, offered by 79.12% of the companies responding, with Conference Methods third at 76.92%. All training types were offered by over 56% of the companies, except for Sensitivity Training and General Semantics.

Levels of Employees

The levels of employees for whom the training was intended is

presented in Table 3.

TABLE 3
LEVEL OF EMPLOYEES FOR WHOM TRAINING IS OFFERED

Type of Training	All Employees	Upper Mgmt.	Middle Mgmt.	Lower Mgmt.	Non-Managers
1. Interpersonal Relations	10	36	61	53	17
2. Listening	15	23	47	49	24
3. Conference Methods	7	18	44	43	14
4. Interviewing	3	21	46	41	12
5. Public Speaking	12	22	32	37	14
6. Reading	16	18	31	32	16
7. Writing	12	12	23	31	14
8. Sensitivity Training	3	15	17	11	3
9. General Semantics	5	1	6	8	5

More training was offered for middle and lower management than any other group, while non-managers were offered the least training in each category. Companies often specified the types of employees included in the non-managerial ranks, ranging from hourly production line workers and clerks in a department store to chemists, technicians and professional scientists. No categorical or delineation problems were

evident with any of the management levels.

Interpersonal Relations was first in the total amount of training offered for the various levels of employees, with Listening second and Conference Methods third.

Forms of Training

The information on the form and location of communication training, rank ordered according to total in-company training, is revealed in Table 4.

TABLE 4
FORMS OF COMMUNICATION TRAINING

Type of Training	Complete program within the company	Part of a broader program within the company	Total in-company training	Outside the company	Both in-company and outside
1. Interpersonal Relations	22	53	75	20	21
2. Listening	26	37	63	8	12
3. Conference Methods	24	35	59	18	13
4. Interviewing	18	35	53	14	15
5. Public Speaking	20	18	38	23	15
5. Reading	32	6	38	14	11

TABLE 4 Cont'd.

Type of Training	Complete program within the company	Part of a broader program within the company	Total in-company training	Outside the company	Both in-company and outside
6. Writing	24	9	33	15	10
7. Sensitivity Training	8	10	18	14	8
8. General Semantics	1	7	8	6	5

Analysis of in-company training showed that organizations offered the most training in single, discrete programs in Reading, including such designations as "effective reading" or "speed reading." Complete, discrete programs in Listening were the second most prevalent, with Conference Methods and Writing third. However, training in Interpersonal Relations was mentioned 53 times as part of a broader program, and thus ranked highest in total in-company training response. Listening ranked second in total in-company training, with Conference Methods third.

Complete programs offering only training in Interpersonal Relations may have ranked low because the broad nature of the content of this category may not be as easily focused into a discrete program as Reading or Listening might. The interpretation of subject matter in Interpersonal Relations lends itself more readily to parts of other programs, with support shown by this area being part of other programs in greater quantity than any other type of training.

For training offered outside the company, Interpersonal Relations was listed most often, which combined with in-company training, gave this area the highest total number of responses. Conference Methods ranked second in total training opportunities offered, with Listening third.

Training Not Offered

Some companies designated an interest in some types of training that were not presently being offered. The frequencies of these responses are given in Table 5.

TABLE 5
TRAINING NOT OFFERED

Type of Training	Training was previously offered but has been discontinued	Training is not now offered but would be desirable	Training is not now offered and is not particularly desirable
Conference Methods	7	5	4
Interviewing	3	4	3
Public Speaking	5	4	9
Interpersonal Relations	1	2	1
Sensitivity Training	2	3	19

TABLE 5 Cont'd.

Type of Training	Training was previously offered but has been discontinued	Training is not now offered but would be desirable	Training is not now offered and is not particularly desirable
General Semantics	1	7	24
Writing	4	7	5
Listening	1	3	2
Reading	4	6	5

Priorities

Companies rank-ordered the three highest priorities in their communication training, with the results presented in Table 6.

TABLE 6

COMMUNICATION TRAINING PRIORITIES

Type of Training	First Priority	Second Priority	Third Priority	Total Number of Responses
1. Inter-personal Relations	45	4	2	51
2. Interviewing	3	16	9	28

TABLE 6 Cont'd.

Type of Training	First Priority	Second Priority	Third Priority	Total Number of Responses
3. Listening	2	11	9	22
4. Conference Methods	2	7	8	17
5. Public Speaking	1	7	10	18
6. Writing	0	3	7	10
7. Sensitivity Training	1	5	1	7
8. Reading	1	1	2	4
9. General Semantics	0	1	2	3

Two organizations listed Interviewing and Conference Methods as top priorities, with no rank-order given. One of those companies mentioned Listening, and the other, Interpersonal Relations, as the third priority.

Twenty-four companies indicated training priorities other than those in the questionnaire. Of those companies listing other priorities, 10 indicated that management development and skills were first priority; 5 indicated communication skills among their top company priorities; and 4 indicated supervisory skills among their first priorities. The other types of training listed included motivation, specific technical, computer and operator skills, and sales.

Two companies checked priorities in communication skills, but stated that they were not among the top all-company priorities. The figures in Table 6 reflect top priorities among communication training, but not necessarily the top priorities among all types of training.

Training in Interpersonal Relations was ranked highest in priorities, Interviewing second, and Listening third. Interpersonal Relations was mentioned many more times as a top priority than any other area, with 42 more responses than Interviewing, the next highest category.

The wide range of responses, over 26% of which were in addition to categories on the questionnaire, showed the diversity of training program priorities in the sampled companies. Titles of programs and interpretation of categories listed also varied greatly. One company, for example, had Interviewing "for recruitment" as its first priority and Interviewing "to improve boss/subordinate relationships" as its second priority. Another company had "Sensitivity Training (customer relations)" as first and "Interpersonal Relations (employee relations)" as second priority.

Companies Not Having In-house Conference Training

Conference training was fifth in terms of total responses concerning priorities. The reasons given by companies not having in-house conference training are presented in Table 7.

TABLE 7
REASONS IN-COMPANY CONFERENCE TRAINING IS NOT OFFERED

<u>Reason</u>	<u>Number of Responses</u>
LOW PRIORITY	
Low priority in company	18
Conferences not widely used in company	6
Conference planning and performance is satisfactory	4
No demand for a course	2
PART OF OTHER PROGRAMS	
Subsumed under other training	6
Employees sent outside company for this training	6
NO INSTRUCTOR AVAILABLE	2
SINGLE REASONS	
No person has initiated this training	1
Offered only to selected persons	1
A program is being developed	1

Thirteen responses in Table 7 indicated some kind of conference training, either under a broader program or outside the company. The 18 low priority responses lent some support to the previous finding that conference methods was not a top priority among various types of company communication training.

Of the 7 companies that previously offered conference training, but discontinued it (Table 5), 4 indicated this training had low priority in their company, while the other reasons were individual, non-repetitive responses.

SUMMARY OF CONFERENCE TRAINING IN RELATION TO OTHER COMMUNICATION TRAINING

Conference methods ranked third in relation to the other 8 types of communication training listed. It was third 1) in number of companies offering training in each of the communication areas, 2) in total quantity of training offered to various levels of employees, and 3) in total in-company training offered. In all 3 situations, Interpersonal Relations was ranked first and Listening training second.

In terms of communication training priorities, Conference Methods ranked fourth in total responses. It was listed as a first priority only 2 times, after Interpersonal Relations, Interviewing and Listening.

Of those companies not having in-company conference training, 30 responses indicated reasons related to a low priority in the company, while 13 responses indicated Conference Methods was subsumed under other training or offered outside of the company.

Responses from the 93 companies returning the questionnaire indicated that conference training is not generally among top priorities. Yet this training is important, since 70 or 76.92% of the responding companies offered some type of training in Conference Methods. It seemed that leadership, discussion and other conference principles might have been included under Interpersonal Relations or other company training, and not called Conference Methods, per se.

CONFERENCE LEADERSHIP AND PARTICIPATION

The number of employees and types of products were analyzed for

those corporations that offered in-company conference training. The results are given in Tables 8 & 9.

TABLE 8

NUMBER OF EMPLOYEES IN COMPANIES HAVING CONFERENCE TRAINING

Number of Employees	Entire program within company	Part of a broader program	Not Indicated
1,000 - 5,000	2	5	0
5,001 - 10,000	0	1	0
10,001 - 15,000	4	5	1
15,001 - 20,000	2	6	2
20,001 - 30,000	6	4	0
30,001 - 40,000	1	5	2
40,000 - 50,000	1	2	0
50,001 - 100,000	3	3	0
Over 100,000	3	3	1

^a Two companies did not include their number of employees.

TABLE 9

PRODUCT OR SERVICE OF COMPANIES OFFERING CONFERENCE TRAINING

<u>Product</u>	<u>Number of Responses</u>
1. Chemicals, plastics, fibers	6
2. Retail Food	6

TABLE 9 Cont'd.

<u>Product</u>	<u>Number of Responses</u>
3. Food manufacturing	4
4. Oil	4
5. Office equipment and computers	4
6. Consumer Products	4
7. Glass fibers	3
8. Steel	3
9. Aerospace and aircraft industries	3
10. Materials handling equipment	3
11. Greatly diversified	3
12. Electronics	3
13. Wood and paper products	2
14. Textiles and fibers	2
15. Building materials	2
16. Warehousing	1
17. Magazine subscriptions	1
18. Packaging	1
19. Pharmaceuticals	1
20. Automobiles	1
21. Recreation and health products	1

The wide range of the company sizes and products showed that conference training was not limited to any specific types of companies. Training in this area must fulfill a great diversity of needs and demands in many companies.

Purpose/Objectives

Results of specific information on conference training programs showed a variety of purposes and objectives for conducting such programs. The findings are presented in Table 10.

TABLE 10
PURPOSES AND OBJECTIVES

<u>Purpose/Objective</u>	<u>Number of Responses</u>
LEADERSHIP	
To improve conference leading techniques and skills	18
To be able to perceive meeting objectives and direct group to meet them	4
To increase personal skills and self-awareness of potential	3
To give and get better understanding	2
Part of the Train-the-Trainers program to qualify incumbents for discussion and conference leaders in presenting company training programs	1
GROUP PROCESS	
To build team-training in the problem-solving approach	6
To increase skills in both conference leadership and participation	5
To build skills in participative management, listening, group decision-making, motivation	4
To improve communication and problem-solving skills	3

TABLE 10 Cont'd.

<u>Purpose/Objective</u>	<u>Number of Responses</u>
EFFECTIVE RESULTS	
To improve productiveness and effectiveness of meetings	4
To make better use of conference time	3
To understand the basic principles of management	2
To develop skills needed by supervisors and potential supervisors required for the successful attainment of personal, departmental and company goals	1
Different objectives for different segments of the corporation	1
To establish and review company policies and procedures and the basics of the supervising and motivating of our employees	1
Not indicated	8

Course purposes and objectives focused on increasing and improving skills in leadership, group participation, problem-solving, and decision-making. Other objectives dealt with more abstract areas of improving motivation, self-awareness, making better use of time, and increasing understanding of management principles.

Conference Program Details

Results on the details of the form, structure and content of conference training provided information on the nature and scope of

the actual programs as they were currently conducted. The following tables helped define the breadth and parameters of in-company conference training:

TABLE 11

MANAGERS AND NON-MANAGERS ARE SOMETIMES INCLUDED IN THE SAME COURSE

<u>Answer</u>	<u>Number of Responses</u>
Yes	32
No	19
Not indicated	5

TABLE 12

ATTENDANCE POLICY

<u>Policy</u>	<u>Number of Responses</u>
Voluntary	25
Compulsory	21
Both	7
Not indicated	2

TABLE 13

SELECTION OF PARTICIPANTS

<u>Method of Selection</u>	<u>Number of Responses</u>
Part of management training	40

TABLE 13 Cont'd.

<u>Method of Selection</u>	<u>Number of Responses</u>
Recommended by boss	40
Requested by employee	17
Open to all	5
Part of salesman's overall training	1
Different methods according to need	1

The large number of participants in management training supported previous results of most communication training being offered for middle and lower management. Individuals selected by their superior was mentioned an equal number of times and individual companies often listed both methods of selection for their programs. Only 5 responses indicated an in-company training program open to everybody, but many offered opportunities outside the company for all employees on a tuition refund basis.

Length of Programs

The length in days and hours for training programs varied greatly as shown in Table 14.

TABLE 14
LENGTH OF COMPANY CONFERENCE TRAINING PROGRAMS

Number of Days and Weeks	Number of Companies Extending Programs This Long	Total hours devoted to the course	Number of Companies Extending Training This Long
Under 1 day	1	Under 4	1
1 day	3	4 - 8	9
1½ - 2 days	5	9 - 16	5
2½ - 3 days	9	17 - 24	15
3½ - 5 days	12	25 - 32	7
5½ - 7 days	2	33 - 40	4
8 - 13 days	1	Over 40	3
2 - 3 weeks	3	Varies	7
4 - 8 weeks	4	Not indicated	5
9 - 12 weeks	4		
13 - 16 weeks	2		
Varies	5		
Not indicated	5		

^aThis includes time for entire programs plus length of time devoted to conference training if it is part of a larger program.

Three to 5 days of training with 24 hours of total time was the most popular combination of the organizations that responded. Yet the duration and total hours devoted to the course varied greatly among companies. Three companies had 5-day programs for 8 hours a day. One company conducted training 2 hours a day, 1 day a week, for 10 to 12 weeks.

TABLE 15
TIME USED FOR TRAINING

<u>Time</u>	<u>Number of Responses</u>
Company Time	53
Outside of Company Time	3
Both Company and Outside Time	3

TABLE 16
NUMBER OF YEARS COURSE HAS BEEN OFFERED

<u>Years</u>	<u>Number of Responses</u>
Under 1	2
1 - 2	12
3 - 4	6
5 - 10	11
11 - 15	10
16 - 20	2
21 - 25	1

TABLE 16 Cont'd.

<u>Years</u>	<u>Number of Responses</u>
Over 25	1
Varies	5
Not indicated	11

Almost all companies responding used company time for their training. Thirty of the current programs were under 10 years old and twenty of those programs were under 4 years old. Two companies indicated that new programs were being developed for use in 1973.

Planning

TABLE 17

INDIVIDUALS WHO PARTICIPATED IN MAKING DECISION TO OFFER
THE COURSE

<u>Level of Employees</u>	<u>Number of Responses</u>
Personnel Department	41
Executives	38
Managers	34
Non-Managers	8
Education and Career Planning Dept.	1
Not indicated	5

TABLE 18
SOURCE OF COURSE PLANNING AND DEVELOPMENT

<u>Source</u>	<u>Number of Responses</u>
Company Personnel	40
Outside Consultants	6
Both	13
Not Indicated	2

TABLE 19
SOURCE OF INSTRUCTIONAL STAFF

<u>Source</u>	<u>Number of Responses</u>
Company Personnel	46
Outside Consultants	1
Both	12
Not Indicated	2

Executives, Personnel Department employees and managers were the combination most often mentioned as participating in the decision to offer the course. Executives and Personnel employees were the second most popular combination. Since the majority of training was offered for managers, it is interesting to note that managers were included in the decision-making for over half the programs offered.

Most of the planning, development and instruction was by company personnel, with about one-fourth of the responding companies using both company personnel and outside consultants.

Course Content

Subject-matter focused on many elements of the actual conference situation. The results of this information are presented in Table 20.

TABLE 20
COURSE CONTENT

<u>Subject-Matter</u>	<u>Number of Responses</u>
Group Discussion Process	54
Responsibilities of the Leader	49
Leadership Styles	46
Listening	45
Conference Types and Objectives	44
Types of Participation	41
Physical Arrangements for Conference	39
Methods of Decision-making	38
Conflict Resolution	38
Attitudes	38
Motivation	37
Evaluating Effectiveness of Conferences	36
Case Analysis	35
Preparing Agendas	33

TABLE 20 Cont'd.

<u>Subject Matter</u>	<u>Number of Responses</u>
Problems of Language	21
Reasoning/Uses of Evidence	15
Audio-Visual Aids	2
Positive Reinforcement in Behavior Modification	1
Problem-Solving	1
Performance Reviews	1
Preplanning Stages	1
Not Indicated	1

Subjects taught and discussed the most in conference training included the group discussion process, leadership, participation and listening. The content areas mentioned most frequently emphasized principles, techniques and practical applications of learned skills. However, listening was ranked very high, which reflected the importance companies placed on listening in their overall communication training. The general categories of attitudes and motivation were included in over half the programs offered, which supplemented the more specific conference skills, such as leadership, decision-making, and conflict resolution.

Many of the subjects included in conference training courses overlapped with the broad area of interpersonal relations. The group discussion process involved knowledge and understanding of interpersonal communication, the basis for interpersonal relations and the entire

conference process. Listening, attitudes and motivation are involved in interpersonal communication within the conference situation. Since interpersonal relations was included within some of the conference training subjects, companies might also have offered content applicable to the conference situation within their interpersonal relations training. The categories were not mutually exclusive, since the conference was a particular type of communication situation and interpersonal relations were included in all types of situations involving the interaction of people.

Instructional Techniques and Aids

The techniques and aids used in training programs are presented in Table 21.

TABLE 21
INSTRUCTIONAL TECHNIQUES AND AIDS

<u>Techniques/Aids</u>	<u>Number of Responses</u>
Discussion Groups	52
Role-playing	49
Lecture	49
Handouts	49
Films	43
Cases and Examples	37
Video Tapes	34
Tape Recorders	32

TABLE 21 Cont'd.

<u>Techniques/Aids</u>	<u>Number of Responses</u>
Charts	31
Textbook Readings	30
Simulation	29
Written Exercises	25
Models and Demonstrations	23
Closed-circuit Television	16
Incident Process	12
Sensitivity Sessions	12
Filmstrips	12
Records	8
Tele-lecture	3
Practice and Critique	2
Slides	1
Post-Course Practice Assignments	1
Not Indicated	1

Discussion groups were the most frequently used instructional or learning technique, as the group discussion process was the most frequently talked about subject. Many companies indicated "learning by doing and experiencing" were important in their training. Discussion groups and role-playing promoted member participation and involvement, both important in the actual conference and in any participative management philosophy. Lecture was a popularly used method as well as handouts.

The categories were not all mutually exclusive, since handouts, films and video tapes, for example, could have been used in conjunction with any of the other techniques and aids.

Films, Texts, Course-Outlines

The films, texts and other materials used in the course varied widely among organizations. The diversity was best illustrated by listing all references that were made, singularly or grouped if used by more than one organization. The results are presented in Tables 22, 23 and 24.

TABLE 22
FILMS USED IN TRAINING

<u>Film</u>	<u>Number of Responses</u>
1. <u>All I Need is A Conference</u> , Henry Strauss Productions, 1954.	13
2. <u>Meeting in Progress</u> , Roundtable Films	4
3. <u>Styles of Leadership</u>	3
4. <u>Twelve Angry Men</u>	2
5. Develop own slides and video tapes of in-company operations	2
6. <u>The Challenge of Leadership</u> , Bureau of National Affairs	1
7. <u>Theory X and Y (Parts I and II)</u> , <u>Management of Human Assets, Motivation Through Job Enrichment</u> —Bureau of National Affairs Films; <u>Something to Work For</u> — <u>Manager Wanted, Engineering of Agreement</u> — <u>Person to Person Communications</u> —Roundtable	

TABLE 22 Cont'd.

<u>Film</u>	<u>Number of Responses</u>
7. Cont'd. Films; other films from Alberton's, Dartnell, Bob Richards, Kaiser Aluminum, and Reader's Digest.	1
8. Berlo series and a Westinghouse Learning Program	1
9. Modern Management film, <u>Listen Please</u> , BNA	1
10. <u>Nature of Management</u> , American Management Association	1
11. <u>Interviewing, Communication, Interpersonal Relations</u> , and <u>The New Supervisor</u> —Addison Wesley filmstrips	1

Single references were made to Republic Education Institute films and video tapes, Roundtable and BNA films, and 8 films that were the first of a 2-part course on Management Principles, with no reference to titles or nature of the films.

Books

Two companies used the book, Blake, Robert R. and Mouton, Jane S. The Managerial Grid. Houston: Gulf Publishing Co., 1964. All other responses were single references to texts and other books used in training. Each of these sources referred to is listed below in Table 23 as indicated by individual organizations.

TABLE 23

BOOKS USED IN TRAINING

-
1. Reading, Massachusetts: Addison-Wesley, 1969, series on Organizational Development, set of six—
 - a. Blake, Robert R. and Mouton, Jane S. Building a Dynamic Corporation Through Grid Organization Development.
 - b. Lawrence, Paul R. and Lorsch, Jay W. Developing Organizations: Diagnosis and Action.
 - c. Walton, Richard E. Interpersonal Peacemaking: Confrontation and Third-Party Consultation.
 - d. Bennis, Warren G. Organization Development: Its Nature, Origins, and Prospects.
 - e. Beckhard, Richard. Organization Development: Strategies and Models.
 - f. Schein, Edgar, Process Consultation.
 2. Boyd, Bradford. Management Minded Supervision. New York: McGraw-Hill Book Co., 1968.
 3. Bittel, Lester R. What Every Supervisor Should Know. New York: McGraw-Hill Book Co., 1968.
 4. Haney, William V. Communication and Organizational Behavior. Homewood, Illinois: Richard D. Irwin, Inc., 1967.
 5. Lawrence, Paul A. and Seiler, John A. Organizational Behavior and Administration: Cases, Concepts, and Research Findings. Homewood, Illinois: Richard D. Irwin, Inc., 1965.
 6. Loney, Glenn Meredith. Briefing and Conference Techniques. New York: McGraw-Hill Book Co., 1959.
 7. Michelon, L. C. How to be a Dynamic Conference Leader. New York: World Publications, 1968.
 8. Morrissey, George. Effective Business and Technical Presentations: How to Prepare and Present Your Ideas in Less Time with Better Results. Reading, Mass.: Addison-Wesley, 1968.
 9. O'Donnel, Cyril and Koontz, Harold. Principles of Management. New York: McGraw-Hill Book Co., 1972.
 10. Price, Stephen S. Business Ideas: How to Create and Present Them. New York: Harper and Row, 1967.

TABLE 23 Cont'd.

11. Richards, Max D. and Nielander, William A. Cincinnati: South-Western Publishing Co., 1969.

One company indicated most texts were written by the Training Department depicting actual experiences. Another company indicated new materials were being developed for a program beginning in 1973. Five companies stated that they did not use any texts or films in their course.

Other Training Materials

Several responses provided information on course-outlines, exercises and manuals that were used in training. Twelve companies indicated that their training materials were all company-developed. Nine companies said their materials were too numerous and varied to list.

Single references to other materials used, in exact form as listed, are included in Table 24.

TABLE 24

OTHER MATERIALS USED FOR TRAINING

-
1. "Is It Always Right to be Right?" Malcolm Knowles, NET Kinescopes of Group Dynamics sessions
 2. AMA Conference Leadership Manual
 3. "The Effective Decision," Harvard Business Review, by Peter Drucker
 4. NASA Group Decision-Making exercise
 5. Proctor and Gamble's Pursuit of Profit NRMA. Mission Loss Prevention

TABLE 24 Cont'd.

6. "Elements of Supervision"—basic course outline provided by Westinghouse Learning Corporation
 7. Packaged Communications Program developed by Educational Systems Design, Westport, Connecticut
 8. Nichols: "Listening is Good Business," Brown/Carlsen Listening Comprehension Test
 9. "New Truck Dilemma" listening tape
 10. All materials from Scientific Methods, Inc.
-

Evaluation

The many types of evaluative methods to measure both short-term and long-range effectiveness are presented in Tables 25 and 26.

TABLE 25

EVALUATIVE METHODS FOR SHORT-TERM EFFECTIVENESS

<u>Evaluative Method</u>	<u>Number of Responses</u>
1. Evaluation by participants— questionnaires, written and verbal reactions	25
2. Evaluation by participants' superiors— interviews, observation reports on change of attitudes and approach to work	18
3. Video tapes for individual and group analysis	4
4. No evaluation	4
5. Just developing and beginning evaluations	2

TABLE 25 Cont'd.

<u>Evaluative Method</u>	<u>Number of Responses</u>
6. Auditing after conference of material covered in session	2
7. Peer critiques	2
8. Follow-up visits with participants and their boss	1
9. Subjective evaluation of communication between participants outside of the training room	1
10. Direct communication from training department	1
11. Instructor evaluation	1
12. Critiques of students' performance in various simulated conference roles	1
13. Not indicated	5

TABLE 26

EVALUATIVE METHODS FOR LONG-RANGE EFFECTIVENESS

<u>Evaluative Method</u>	<u>Number of Responses</u>
1. No evaluation	15
2. Performance evaluations after return to regular jobs; ie., increased individual effectiveness—quality and quantity of work accomplished	11
3. Feedback questionnaires to participants	3
4. Participants evaluation 3 to 6 months after course	3
5. Supervisor's evaluations	3

TABLE 26 Cont'd.

<u>Evaluative Method</u>	<u>Number of Responses</u>
6. Continued ability to promote from within	3
7. Assessment of financial results of the operation	3
8. Formal research involving pre- and posttests	2
9. In planning and developmental stages	1
10. Feedback from upper management concerning improvement in quality of meetings	1
11. Review of reports by training department	1
12. Subjective analysis of inter-departmental communications in the effective resolution of problems	1
13. Formal research on behavior changes of team-building groups	1
14. Annual evaluations	1
15. Reduction in turnover and overtime	1
16. Group member satisfaction	1
17. Field audits	1
18. Not indicated	9

Evaluative methods for both short and long-term effectiveness focused primarily on feedback from participants and their superiors. Company responses indicated that evaluation for short-term effectiveness was most frequently by participants, then by their superiors, with very few indications of auditing course content or methods of

training.

Methods for evaluating long-range effectiveness were very diversified and many responses were broad and vague. The most common response was that no evaluation methods existed. Companies that did have long-range evaluation mentioned increased individual effectiveness in job performance most often.

In overall evaluation, only two companies indicated using formal research with control group and pre- and posttests. Two other companies said they were presently formulating new evaluation methods and techniques. But the majority of responses indicated evaluation was made entirely by some type of subjective method. Therefore, it seems that evaluation may be an area that needs more work by companies in the development of more objective methods of measuring effectiveness. It also seems that more work needs to be done to evaluate training materials and instructor effectiveness.

EFFECTS OF TRAINING

Reasons for offering conference training and the most important results of the programs are presented in Tables 27 and 28.

TABLE 27

WHY CONFERENCE TRAINING IS IMPORTANT TO OFFER

<u>Reasons</u>	<u>Number of Responses</u>
1. Much time spent in conferences and meetings within the company	6
2. Facilitates communication	6

TABLE 27 Cont'd.

<u>Reasons</u>	<u>Number of Responses</u>
3. Improves teamwork in group problem-solving and decision-making	6
4. Less time wasted in conferences and meetings—more effective use of meeting time	5
5. Improves individual, group and organizational performance	5
6. Increases managerial effectiveness and efficiency	5
7. Improves effectiveness in conducting meetings and reinforces the importance of various methods of good leadership	4
8. Helps participants better understand management philosophy and organizational development concepts	3
9. Develops personal growth and understanding	3
10. Regular jobs require effective use of conference leadership and participation skills, and incumbents in these jobs do not have these skills fully developed	1
11. Helps obtain better conference results	1
12. We have several departments competing independently and there needs to be greater unity in achieving mutually desirable results	1
13. One educational system doesn't prepare people for leadership and membership in organizational life	1
14. Has helped improve quality of presentations and helped sell other training programs	1
15. We're developing managers faster than ever before	1

TABLE 27 Cont'd.

<u>Reasons</u>	<u>Number of Responses</u>
16. To develop a productive attitude towards a normally unproductive happening	1
17. Makes everyone more conscious of fellow employee's desires, goals, etc.	1
18. To assist upper management to produce and profit	1
19. Not indicated	7

Reasons concerning the importance of offering conference training varied greatly, but they focused generally on improvement of individual, group and organizational effectiveness. Eleven responses indicated the desire to make more effective use of meeting time, since much company time was spent in conferences and meetings. Six responses indicated the training facilitated communication and six mentioned improving teamwork in group problem-solving and decision-making. Other responses mentioned developing a better understanding of management philosophy and organizational development concepts. In general, companies seemed to consider both pragmatic and philosophical concerns as important in attempting to improve and integrate individual, group and organizational performance.

TABLE 28
MOST IMPORTANT RESULTS OF TRAINING

Result	Total No. of Times Men- tioned	No. 1 Re- sult	No. 2 Re- sult	No. 3 Re- sult	No. 4 Re- sult	Order Not Speci- fied
More ef- fective communi- cation among employees	43	7	9	11	3	13
Develop- ment of team- work	40	5	8	11	6	10
Increase work effect- iveness	35	11	6	6	2	10
Better employee working relation- ships	32	4	4	6	10	8
Less time wasted in con- ferences	23	8	6	0	4	5
In- creased worker moti- vation	15	1	2	2	7	3
In- creased job satis- faction	12	0	3	3	2	4

TABLE 28 Cont'd.

Result	Total No. of Times Men- tioned	No. 1 Re- Sult	No. 2 Re- sult	No. 3 Re- sult	No. 4 Re- Sult	Order Not Speci- fied
Better customer relations	1	1	0	0	0	0
Know- ledge of alter- natives	1	1	0	0	0	0
Per- sonal growth of the partici- pants	1	0	0	1	0	0
In- creased ability to learn	1	0	0	0	1	0
Time avail- able for other duties	1	0	0	0	1	0

As the most important results of the course, more effective communication among employees was mentioned most often, with development of teamwork, second. However, increased work effectiveness was mentioned as the most important result of conference training, more

frequently than any other result.

The important results of training corresponded to the reasons given for offering the course, plus the purposes and objectives mentioned earlier. Effective communication, teamwork, and improving job performance were important considerations in most training objectives and results that companies mentioned.

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

SUMMARY OF THE STUDY

The purpose of this study was to explore the scope and nature of current communication training, particularly Conference Methods training, in selected American businesses and industries. In pursuing this objective, a questionnaire was constructed and sent to 222 industrial and retailing corporations. Results revealed a diversity of types of communication training being offered, with the greatest number of companies providing training in Interpersonal Relations, Listening second, and Conference Methods third. Training in all 3 of these communication areas was offered by over 76% of the responding companies. Specifically, Conference Methods training was an important concern in businesses and focused mainly on leadership and group process skills for improvement of individual, group and organizational effectiveness. There was a wide variety of conference training programs, suited to the needs and interests of individual organizations.

The overall response of 44.59% is encouraging for an initial contact with the sampled organizations. The people responding to the questionnaire seemed to be interested in the research study and willing to supply additional information on their training.

The survey results indicated that formalized training through courses, programs and seminars are commonly used within companies as a supplement to on-the-job education. From the results, general conclusions may be drawn and trends found in 2 areas: 1) the scope of communication training and 2) Conference Methods training in the responding American businesses and industries.

SCOPE OF COMMUNICATION TRAINING

1. Industrial and retailing corporations are emphasizing the importance of effective communication in organizational functioning by offering many types of training programs in communication-related areas. Although the study does not look at communication in relation to other training areas, training offered in various communication areas seems to be widespread, diverse and important. Elements associated with the human factor in the working environment are deemed important in total organizational functioning, as well as the variables in production skills and physical facilities. Support for this is shown by 98 out of 99 responding companies offering some type of communication training; the one company did not indicate anything about training in any area. Training is being offered in 7 out of the 9 communication areas designated in the study by over 56% of the 93 companies completing the questionnaire. Only Sensitivity Training and General Semantics are not offered by the majority of those companies.

Training in oral communication is emphasized as more important than written or reading skills within the responding companies. The

communication areas of Interpersonal Relations, Listening, Conference Methods, and Interviewing are consistently emphasized more by companies than Reading and Writing training. The first 4 areas involve skills in some type of oral interaction, whereas Reading and Writing are more individual, with little interaction involved.

2. More companies offer training in Interpersonal Relations than in any other communication area. Interpersonal Relations ranked first in terms of a) the number of companies offering training in each of the communication areas, b) the total amount of in-company training, and c) the total quantity of training offered to various levels of employees. Listening training ranked second and Conference Methods training third in all 3 of these areas. Many categories in the broad communication area could be included within some aspect in Interpersonal Relations. Also, Interpersonal Relations may be included in other training areas since it is involved in any communicative situation.

The percentage of companies offering training in each communication area is: a) Interpersonal Relations, 81.13%; b) Listening, 79.12%; c) Conference Methods, 76.92%; d) Interviewing, 65.93%; e) Reading, 60.49%; f) Public Speaking, 59.92%; g) Writing, 56.04%; h) Sensitivity Training, 25.27%; and i) General Semantics, 16.48%.

3. Most communication training is offered for people in middle and lower management, while non-managers are offered the least amount of training in each communication area. Non-managers may include

hourly line-workers and clerks to professional chemists and scientists.

4. Most communication training is offered within the company as part of broader training programs. The total amount of in-company training for each communication area is greater than that through programs offered in short-courses and seminars outside the company. Training in Interpersonal Relations, Listening, Conference Methods, and Interviewing are offered most often as parts of broader programs. Only Public Speaking, Reading and Writing are offered more as discrete courses than as part of a broader program, and these are not the most important among all communication training areas. Some companies offer training both within the company and outside, and many have indicated a full or partial tuition-refund plan for employees taking university courses or training.

5. Communication emphasis may vary widely within individual organizations. It is common for corporations to contain multiple divisions and even companies in their total operations, with their training decentralized and varied according to individual needs. For example, one corporation stated: Our Corporation "is highly decentralized. Each department in the Corporation and every operating company conducts its own training and keeps its own records." Another corporation said: "Our priorities shift from year to year and current programs are that and not necessarily indicative of past or future needs." Those needs and interests most likely vary widely, as shown by the great diversity in the combination of programs in different communication areas. Over 59% of the companies offer combinations of the 9 communication areas unique to individual organizations.

6. Categorization and classification of communication areas are not discrete and involve diverse interpretations by individual corporations. One company has programs called "Dynamic Supervision" and "Management Objectives"; but from the course descriptions, the content is largely communication-oriented, with such subjects as "delegating" and "effective discussions." Other companies have training in team and career development, motivation, and goal-setting, all involving some type of communication skills. Therefore, it is likely that training in communication-related areas may be offered under other labels and types of training, and may not be called communication at all.

CONFERENCE METHODS TRAINING

1. In relation to other communication training, Conference Methods ranks third in most areas of emphasis and importance. Conference Methods training ranked third in terms of a) the number of companies offering training in each of the communication areas, b) the total quantity of training offered to various levels of employees, and c) the total in-company training offered. It is not the top priority in communication training, but is important since 70 or 76.92% of the responding companies offer some type of conference training.

2. The objectives and content of conference programs focus mainly on leadership and group participation skills. The greatest emphasis in course objectives is on increasing and improving skills in leadership, participation, problem-solving and decision-making. Content of the conference programs is diverse, focusing on the group

discussion process, leadership styles and responsibilities, listening, and conference types and objectives.

3. Although the nature and scope of conference training programs vary greatly, some major similarities among them include methods of selection, company instruction, and recency of course initiation.

A majority of the companies select most of their participants by a recommendation from their boss or as part of management training. Most training is offered during company time with instruction by company personnel. Most of the programs are relatively young, with 62% less than 10 years old and almost 50% less than 2 years old.

4. Multiple training techniques and aids are used in course instruction. Companies utilize materials from many sources and use a combination of many texts, films, exercises and instructional techniques during any one course, which may vary from year to year as needs and interests change. Companies use many approaches in developing and conducting training programs to fit their needs. There does not seem to be wide use of packaged programs or "kits" of programmed learning. The wide variety in the nature and content of conference training programs helps to show the many possible interpretations of what the area entails and the variety of ways in which training programs are conducted.

5. Very few objective evaluative methods are presently being used to measure training effectiveness. There are a wide variety of subjective methods used, with most evaluations being written and verbal reactions by participants and their superiors. Companies seem to have more methods of evaluating short-term rather than long-range

effectiveness, but most responses have given no indication about evaluating training materials and instruction, nor what criteria are being used to measure effectiveness.

6. Although companies have many reasons for offering conference training, they focus mainly on improving individual, group and organizational effectiveness. They have also expressed the desire to use time more effectively in meetings and conferences, and they believe training can help to facilitate communication and improve teamwork in group problem-solving and decision-making.

Companies feel that their results correspond to their training objectives. More effective communication among employees ranks first as an important result of training in total times mentioned, development of teamwork ranks second, and increased work effectiveness ranks third. The latter ranks first as the most important result of Conference Methods training. Effective communication, teamwork, and improving job performance and effectiveness are also important considerations in most course objectives.

7. Training in Conference Methods may be included in other types of training, and may not be specifically limited to the conference situation. For example, several companies have a training program called "Leadership," with many aspects having application to a conference or meeting. Some companies have entire training programs in problem-solving or decision-making.

8. Emphasis on communication training seems to have increased in importance during the last 10 years. Of the organizations Zelko sampled in 1949, only 49% of the respondents had training in Conference Leadership and only 25% in Conference Participation. But 71% of

the companies were conducting training programs in Human Relations, involving everything from techniques of handling people to grievances and reprimands.¹

By 1955 Dean found that almost 64% of the responding companies in his survey conducted training in Conference Leadership and 56% had programs in Conference Participation. He concluded that there was more interest and training in Conference Leadership and Participation than in any other speech-related area.²

The present study finds almost 77% of the responding companies offering the conference training. It seems that training activities in communication related areas have increased throughout the 1950's and 1960's and have expanded in scope. Although Interpersonal Relations training is offered more now than Human Relations was in Zelko's study, it is difficult to know whether these 2 areas are comparable, since content and emphases may differ widely. Both Human Relations and Interpersonal Relations may include all aspects of the human factor in the work situation, with basic principles of communication, psychology, and human behavior involved and interrelated.

¹Harold P. Zelko, "Adult Speech Training: Challenge to the Speech Profession," Quarterly Journal of Speech (February, 1951), 57-58.

²Richard L. Dean, "An Analysis of Selected Training Programs in Conference Leadership and Participation," (unpublished Ph.D. dissertation, Purdue University, 1955), p. 145. (The other 2 speech-related areas Dean looked at were Public Speaking and Interviewing.)

RECOMMENDATIONS

Although the results of this exploratory survey have indicated general emphases and trends in communication training by selected business organizations, there are 5 general areas in which further research is recommended.

1. Follow-up letters to those companies not responding to the initial request could be made in an attempt to enlarge the sample from the chosen population. Also, interviews with the respondents would help to discover how companies view and interpret various communication areas as designated in the questionnaire, and how they perceive communication training in general.

2. The research population could be expanded to utility, transportation, and banking industries, or focused on one particular type of industry or one specific management level. Even a replication of the current study would be valuable, so knowledge and information concerning communication training is continually kept up-to-date.

3. Studying where communication training ranks in importance in relation to other types of training within business organizations would help to provide additional information on what the status of communication training is within the broad perspective of company philosophies and priorities.

4. Further understanding of training could be provided by doing a content analysis of training materials and programs subject-matter from many communication-related areas. This could be compared with materials used in academic preparation in the area to see the types of applications that companies use of communication and organizational

theories.

5. A definite research need evolving from this study is the development of methods and procedures for more precise evaluation of training effectiveness. Objective means need to be developed for more valid measurement of materials, instructors, learning and behavior change, to justify training itself, to see if training objectives are being met, and to improve existing programs.

APPENDIX I
SURVEY QUESTIONNAIRE

APPENDIX I Cont'd.

	Interviewing	Public Speaking	Interpersonal Relations	Conference Methods	Sensitivity Training	General Semantics	Writing	Listening	Reading
C. outside our company (institutes, short courses, etc.)	_____	_____	_____	_____	_____	_____	_____	_____	_____
D. both in-company and outside	_____	_____	_____	_____	_____	_____	_____	_____	_____
2. This type of training:									
A. was previously offered but has been discontinued	_____	_____	_____	_____	_____	_____	_____	_____	_____
B. is not now offered but would be desirable	_____	_____	_____	_____	_____	_____	_____	_____	_____
C. is not now offered and is not particularly desired	_____	_____	_____	_____	_____	_____	_____	_____	_____
3. List in order the 3 training areas above that have the highest priority in your company:									
1. _____	2. _____	3. _____							

III. CONFERENCE LEADERSHIP AND PARTICIPATION

A. If training in conference leadership and participation is NOT presently being offered in your company, please indicate why:

- | | |
|-------------------------------------|--|
| _____ Low priority in company | _____ Conferences not widely used in company |
| _____ Not financially feasible | |
| _____ Subsumed under other training | _____ No instructor available |

APPENDIX I Cont'd.

<input type="checkbox"/> No person has initiated this training	<input type="checkbox"/> Employees sent outside company for this training
<input type="checkbox"/> Conference planning and performance is satisfactory	<input type="checkbox"/> Other (specify) _____

B. If training in conference leadership and participation IS presently being offered in your company, please complete the following:

1. Are managers and non-managers ever included in the same course? ☐ Yes ☐ No
2. Is attendance compulsory or voluntary? _____
3. How are participants selected?

<input type="checkbox"/> Open to all	<input type="checkbox"/> Recommended by boss
<input type="checkbox"/> Requested by employee	<input type="checkbox"/> Part of management training
<input type="checkbox"/> Other (specify) _____	
4. Purpose/Objectives of the course: _____

5. a) Usual duration of the course (in days, weeks or months)

 b) Total hours devoted to the course: _____
 c) Is company time used for the training? ☐ Yes ☐ No
 d) Number of years the course has been offered: _____
6. Who participated in making the decision to offer this course?

<input type="checkbox"/> Executives	<input type="checkbox"/> Personnel	<input type="checkbox"/> Managers
<input type="checkbox"/> Non-managers		
7. Who planned and developed the course? ☐ Company Personnel
☐ Outside Consultants

8. Who are the instructors? ☐ Company Personnel
 ☐ Outside Consultants
9. What subject-matter areas are contained in the course?
- | | |
|--|--|
| <input type="checkbox"/> Conference types and objectives | <input type="checkbox"/> Types of participation |
| <input type="checkbox"/> Preparing agendas | <input type="checkbox"/> Problems of language/Semantics |
| <input type="checkbox"/> Leadership styles | <input type="checkbox"/> Attitudes |
| <input type="checkbox"/> Responsibilities of the leader | <input type="checkbox"/> Motivation |
| <input type="checkbox"/> Methods of decision-making | <input type="checkbox"/> Listening |
| <input type="checkbox"/> Conflict resolution | <input type="checkbox"/> Evaluating effectiveness of conferences |
| <input type="checkbox"/> Reasoning/Uses of evidence | <input type="checkbox"/> Physical arrangements for conferences |
| <input type="checkbox"/> Handling emotions | <input type="checkbox"/> Other (specify) _____ |
| <input type="checkbox"/> Case analysis | _____ |
| <input type="checkbox"/> Group discussion process | |
10. Instructional techniques used:
- | | |
|--|--|
| <input type="checkbox"/> Lecture | <input type="checkbox"/> Textbook readings |
| <input type="checkbox"/> Films | <input type="checkbox"/> Closed-circuit television |
| <input type="checkbox"/> Filmstrips | <input type="checkbox"/> Discussion groups |
| <input type="checkbox"/> Records | <input type="checkbox"/> Written exercises |
| <input type="checkbox"/> Tape recorders | <input type="checkbox"/> Role-playing |
| <input type="checkbox"/> Video tapes | <input type="checkbox"/> Simulation |
| <input type="checkbox"/> Models and demonstrations | <input type="checkbox"/> Incident process |
| <input type="checkbox"/> Charts | <input type="checkbox"/> Sensitivity sessions |
| <input type="checkbox"/> Tele-lecture | <input type="checkbox"/> Other (specify) _____ |
| | _____ |

APPENDIX I Cont'd.

_____ Cases and examples

_____ Handouts

11. What specific texts, course outlines, manuals, films, etc. do you use? (Please send copies, if available)

Texts: _____

Films: _____

Other: _____

12. What evaluative methods, if any, are used to measure short-term effectiveness?

13. What evaluative methods, if any, are used to measure long-range effectiveness?

IV. EFFECTS OF TRAINING WITHIN THE COMPANY

1. Why do you think this training course is important to have in your company?

2. Please rank-order the 4 most important results of the course:

_____ Increased job satisfaction

_____ Increased work effectiveness

APPENDIX I Cont'd.

- _____ Better employee working relationships
- _____ Less time wasted in conferences
- _____ Increased worker motivation
- _____ Development of teamwork
- _____ More effective communication among employees
- _____ No change
- _____ Other (specify) _____

3. Additional Remarks:

APPENDIX II
INITIAL CONTACT LETTER



12 Fraser, Annex B
913 UN 4-3633

THE UNIVERSITY OF KANSAS · LAWRENCE, KANSAS · 66044

THE COMMUNICATION RESEARCH CENTER

1822 Missouri
Lawrence, Kansas
October 24, 1972

Mr. Robert Smith
Training Director
Any Corporation
Somewhere, U.S.A.

Dear Mr. Smith:

I am conducting a study of training programs in business and industry that are designed to develop communicative skills, particularly in group conferences.

The objective of this study is a systematic, comprehensive compilation of the nature and scope of conference training programs in business and industry. The study will comprise a descriptive thesis for completion of my degree of Master of Arts in the Department of Speech at the University of Kansas, and I am interested in pursuing this area professionally upon graduation.

The specific information I am seeking concerning conference training in your company involves: 1) the nature and content of the training programs, 2) the method and manner of their presentation, 3) the levels of employees to whom they are presented, and 4) the results, along with any evaluative methods that are used.

I would greatly appreciate your filling out the following questionnaire and returning it in the enclosed self-addressed, stamped envelope. The questionnaire will take only fifteen minutes to complete. Any copies that you can send me of manuals, course-outlines, texts and other materials that you use in your training program would be most helpful in my study. I will send a copy of the summarized survey results to all participants.

In order to complete the study, I would appreciate your returning the questionnaire by November 15, 1972.

Thank you very much for your interest and cooperation in helping this study be as complete and comprehensive as possible.

Sincerely yours,

Arlene Faulk

Dr. Calvin Downs
Research Advisor

BASIC RESEARCH OF COMMUNICATION PROBLEMS DISTRIBUTION OF RESEARCH REPORTS AND MATERIALS
DEVELOPMENTAL PROGRAMS INCLUDING INSTRUCTIONAL AND CONSULTING SERVICES

APPENDIX III
SURVEY POPULATION

INDUSTRIAL CORPORATIONS

- | | |
|-----------------------------------|---|
| * 1. General Motors | *34. General Foods |
| 2. Standard Oil (N.J.) | *35. North American Rockwell |
| 3. Ford Motor | *36. Caterpillar Tractor |
| * 4. General Electric | 37. Singer |
| * 5. IBM | *38. Monsanto |
| 6. Mobil Oil | 39. Continental Can |
| * 7. Chrysler | 40. Borden |
| 8. Texaco | *41. Dow Chemical |
| 9. ITT | *42. W.R. Grace |
| *10. Western Electric | *43. Union Oil of California |
| *11. Gulf Oil | 44. International Paper |
| 12. Standard Oil of Calif. | *45. Xerox |
| 13. U.S. Steel | *46. Honeywell |
| 14. Westinghouse Electric | 47. Sun Oil |
| 15. Standard Oil (Ind.) | *48. American Can |
| 16. Shell Oil | 49. General Dynamics |
| 17. E.I. DuPont deMours and Co. | *50. 3M Company |
| *18. RCA | *51. R.J. Reynolds Industries |
| *19. Goodyear Tire and Rubber Co. | *52. Cities Service |
| *20. Proctor and Gamble | 53. Boise Cascade Corp. |
| *21. Atlantic Richfield | 54. Ralston Purina |
| 22. Continental Oil | *55. Sperry Rand |
| 23. Boeing | *56. Coca-Cola |
| 24. Union Carbide | *57. Burlington Industries |
| 25. International Harvester | *58. Armco Steel |
| *26. Eastman Kodak | 59. Uniroyal |
| 27. Bethlehem Steel | 60. Ashland Oil |
| 28. Lockheed Aircraft | *61. Bendix |
| 29. Tenneco Inc. | *62. Textron |
| 30. Firestone Tire and Rubber Co. | 63. U.S. Plywood-Champion Papers |
| 31. Litton Industries | 64. National Steel |
| 32. Occidental Petroleum | 65. Owens-Illinois Inc. |
| 33. Phillips Petroleum | *66. Corn Products Co.
International |

APPENDIX III Cont'd.

- | | |
|----------------------------------|-----------------------------------|
| *67. National Cash Register | *100. Combustion Engineering |
| *68. Georgia-Pacific | *101. Meade Corp. |
| *69. Aluminum Co. of America | *102. Kennecott Copper |
| 70. American Home Products | 103. Eaton |
| 71. American Standard | 104. Campbell Soup |
| 72. Standard Oil (Ohio) | *105. Iowa Beef Processors |
| *73. Republic Steel | *106. General Tire and Rubber Co. |
| 74. FMC | 107. H.J. Heinz |
| 75. Warner-Lambert | *108. Crown Zellerbach |
| 76. Getty Oil | 109. Babcock and Wilcox |
| *77. Allied Chemical | 110. Martin Marietta |
| 78. Raytheon | 111. Pfizer |
| 79. Genesco | 112. Anaconda |
| *80. B.F. Goodrich | *113. Kimberly-Clark |
| 81. Weyerhaeuser | *114. Motorola |
| *82. American Cyanamid | *115. NL Industries |
| 83. Signal Companies | 116. St. Regis Paper |
| *84. Whirlpool | 117. Kaiser Aluminum and Chemical |
| 85. Inland Steel | *118. Anheuser-Busch |
| 86. Columbia Broadcasting System | *119. SCM |
| *87. PPG Industries | 120. Avon Products |
| 88. Celanese Fibers Co. | 121. J.P. Stevens |
| *89. American Motors | *122. Allis-Chalmers |
| 90. Pepsi Co. | *123. Squibb |
| 91. Philip Morris | 124. Merck and Co. |
| *92. Deere and Co. | 125. Hercules |
| 93. Marathon Oil | *126. Dart Industries |
| 94. Borg-Warner | 127. Dresser Industries |
| 95. Carnation | 128. Ingersoll-Rand |
| 96. Olin Corp. | *129. Grumman Aircraft |
| 97. Johnson and Johnson | 130. Otis Elevator |
| *98. General Mills | 131. Texas Instruments |
| 99. Reynolds Metals | |

APPENDIX III Cont'd.

- | | |
|-----------------------------------|----------------------------------|
| 132. American Metal Climax | 166. Liggett and Myers |
| *133. Del Monte | *167. Ethyl |
| 134. Central Soya | *168. Diamond Shamrock |
| 135. Scott Paper | 169. Control Data |
| *136. Clark Equipment | 170. Northwest Industries |
| *137. United Merchants | *171. Armstrong Cork |
| *138. Gillette | *172. Sherwin-Williams |
| *139. Evans Products | *173. United States Gypsum |
| *140. Pet | 174. Budd |
| 141. GAF | *175. Owens-Corning Fiberglas |
| 142. Pillsbury | 176. Libbey-Owens Ford |
| 143. Pullman | *177. Wheeling-Pittsburgh Steel |
| 144. Avco | 178. Container Corp. of America |
| *145. Johns-Mansville | 179. Joseph E. Seagram and Sons |
| 146. Quaker Oats | 180. Polaroid |
| 147. Kellogg | 181. Jos. Schlitz Brewing |
| 148. Agway | *182. Lever Brothers |
| *149. Farmland Industries | 183. Times Mirror |
| 150. McGraw Edison | 184. Union Camp |
| 151. American Smelting & Refining | *185. Brunswick |
| 152. Emerson Electric | 186. Lear Siegler |
| *153. Oscar Mayer | 187. Rohm and Haas |
| 154. Colt Industries | *188. Castle and Cooke |
| 155. Dana | 189. Stauffer Chemical |
| *156. Magnavox | 190. Cummins Engine |
| 157. Amstar | 191. Allegheny Ludlum Industries |
| *158. Anderson Clayton | *192. Fruehauf |
| *159. Zenith Radio | *193. Scovill Manufacturing |
| *160. Time Inc. | *194. Kaiser Steel |
| 161. Northrop | |
| *162. Corning Glass Works | |
| *163. Kerr-McGee | |
| *164. North American Philips | |
| 165. Koppers | |

APPENDIX III Cont'd.

RETAILING COMPANIES

1. Sears Roebuck and Co.
2. Safeway Stores
3. J.C. Penney
4. Kroger
- *5. Food Fair Stores
6. Jewel Companies
7. Acme Markets
- *8. Winn-Dixie Stores
9. City Products
10. Allied Stores
11. Dayton Hudson
12. Southland Corp.
13. Supermarkets General
14. R.H. Macy
15. Allied Supermarkets
- *16. First National Stores
- *17. Walgreens
18. Zayre
19. Gimbel Brothers
20. ARA Services
- *21. Interstate Stores
22. Colonial Stores
- *23. Arden-Mayfair
24. Wickes
25. Fisher Foods
- *26. Albertson's
- *27. Giant Food Stores
28. Borman's

* Completed questionnaire returned

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